

Department of Education
SPECIAL EDUCATION
Fiscal Year 2008 Budget Request

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SPECIAL EDUCATION

For carrying out the Individuals with Disabilities Education Act, \$11,485,147,000, of which \$5,080,559,000 shall become available on July 1, 2008, and shall remain available through September 30, 2009, and of which \$6,215,200,000 shall become available on October 1, 2008, and shall remain available through September 30, 2009, for academic year 2008-2009:¹

Provided, That the amount for section 611(b)(2) of the Act shall be equal to the lesser of the amount available for that activity during fiscal year 2007, increased by the amount of inflation as specified in section 619(d)(2)(B) of the Act, or the percentage increase in the funds appropriated under section 611(i) of the Act.²

NOTES

A regular 2007 appropriation for this account had not been enacted at the time the budget was prepared; therefore, this account is operating under a continuing resolution (P.L. 109-289, Division B, as amended). The amounts included for 2007 in this budget reflect the levels provided by the continuing resolution.

Each language provision that is followed by a footnote reference is explained in the Analysis of Language Provisions and Changes document which follows the appropriation language.

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Analysis of Language Provisions and Changes

Language Provision	Explanation
<p>¹ <u>...of which \$5,080,559,000 shall become available on July 1, 2008, and shall remain available through September 30, 2009, and of which \$6,215,200,000 shall become available on October 1, 2008, and shall remain available through September 30, 2009, for academic year 2008-2009: ...</u></p>	<p>This language provides for funds to be appropriated on a forward-funded basis for a portion of the Grants to States program, and all of the Preschool Grants and Grants for Infants and Families programs. The language also provides that a portion of the Grants to States funds is available in an advance appropriation that becomes available for obligation on October 1 of the fiscal year following the year of the appropriation.</p>
<p>² <u>Provided, That the amount for section 611(b)(2) of the Act shall be equal to the lesser of the amount available for that activity during fiscal year 2007, increased by the amount of inflation as specified in section 619(d)(2)(B) of the Act, or the percentage increase in the funds appropriated under section 611(i) of the Act.</u></p>	<p>This language would limit the amount of funds required to be transferred to the Department of the Interior under the Grants to States program to the lesser of an amount equal to the amount transferred to the Department of the Interior for fiscal year 2007 plus inflation, or the percentage increase in the appropriation for the Grants to States program.</p>

SPECIAL EDUCATION
Amounts Available for Obligation
(\$000s)

	2006	2007	2008
Discretionary appropriation:			
Appropriation.....	\$11,770,607	0	\$11,485,147
Across-the-board reduction.....	-117,594	0	0
CR annual rate.....	<u>0</u>	<u>\$11,549,165</u>	<u>0</u>
Subtotal, appropriation.....	11,653,013	11,549,165	11,485,147
Advance for succeeding fiscal year	-5,424,200	-5,424,200	-6,215,200
Advance from prior year.....	<u>5,413,000</u>	<u>5,424,200</u>	<u>5,424,200</u> ¹
Subtotal, comparable budget authority	11,641,813	11,549,165	10,694,147
Unobligated balance, start of year	66,967	170,813	50,653
Unobligated balance expiring.....	-4	0	0
Unobligated balance, end of year	<u>-170,813</u>	<u>-50,653</u>	<u>0</u>
Total, direct obligations	11,537,963	11,669,325	10,744,800

¹ The FY 2008 President's budget assumes that statutory language will be included in a full year 2007 Continuing Resolution to make advance appropriations available in 2008 at the same level as provided in the 2006 Department of Education Appropriations Act for use in 2007.

Obligations by Object Classification
(\$000s)

	2006	2007	2008
Other contractual services:			
Peer review	\$897	\$1,430	\$1,335
Other services	<u>3,114</u>	<u>3,100</u>	<u>3,100</u>
Subtotal	4,011	4,530	4,435
Grants	<u>11,533,952</u>	<u>11,664,795</u>	<u>10,740,365</u>
Total, obligations.....	11,537,963	11,669,325	10,744,800

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Summary of Changes (\$000s)

2007	\$11,549,165	
2008	<u>11,485,147</u>	
Net change.....		-64,018

	<u>2007 base</u>	<u>Change from base</u>
Decreases:		
<u>Program:</u>		
National activities – State personnel development – Decrease because funding for 2008 grants will be provided from 2007 carry-over balance.	\$50,653	-\$50,653
National activities – Technology and media services – Decrease because of elimination of funding no longer required due to the elimination of earmarks.	38,428	<u>-13,365</u>
Subtotal, decreases		-64,018
Net change		-64,018

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Authorizing Legislation (\$000s)

Activity	2007 Authorized	2007 Estimate	2008 Authorized	2008 Request
State Grants:				
Grants to States (<i>IDEA-B-611</i>)	\$16,938,918 ¹	\$10,491,941 ²	\$19,229,188 ¹	\$10,491,941 ²
Preschool grants (<i>IDEA-B-619</i>)	Indefinite	380,751	Indefinite	380,751
Grants for infants and families (<i>IDEA-C</i>)	Indefinite	423,067	Indefinite	423,067
National activities:				
State personnel development (<i>IDEA-D-1</i>)	Indefinite	50,653	Indefinite	0
Technical assistance and dissemination (<i>IDEA-D-2-663</i>)	Indefinite	48,902	Indefinite	48,902
Personnel preparation (<i>IDEA-D-2-662</i>)	Indefinite	89,719	Indefinite	89,719
Parent information centers (<i>IDEA-D-3-671-673</i>)	Indefinite	25,704	Indefinite	25,704
Technology and media services (<i>IDEA-D-3-674</i>)	Indefinite	38,428	Indefinite	25,063
Unfunded authorizations:				
Safe learning environments (<i>IDEA-D-2-665</i>)	<u>Indefinite</u>	<u>0</u>	<u>Indefinite</u>	<u>0</u>
Total definite authorization	16,938,918		19,229,188	
Total appropriation		11,549,165		11,485,147

¹ Funding for technical assistance on State data collection is limited to \$25,000 thousand adjusted upward for inflation. This amount is estimated to be \$26,427 thousand for fiscal year 2007 and \$27,197 thousand for fiscal year 2008.

² Includes \$15,000 thousand for technical assistance on State data collection in fiscal years 2007 and 2008.

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Appropriations History (\$000s)

	Budget Estimate to Congress	House Allowance	Senate Allowance	Appropriation
1999	\$5,055,646	\$5,314,146	\$5,322,946	\$5,334,146
2000	5,449,896	5,833,146	6,035,646	6,036,646
2000 Rescission	0	0	0	-450
(2000 Advance for 2001)	(1,925,000)	(3,608,000)	(2,201,059)	(3,742,000)
2001	6,368,841	6,550,161	7,353,141	7,439,948
(2001 Advance for 2002)	(3,742,000)	(3,742,000)	(4,624,000)	(5,072,000)
2002	8,425,595	8,860,076	8,439,643	8,672,804
(2002 Advance for 2003)		(5,072,000)	(5,072,000)	(5,072,000)
2003	9,687,804	9,187,804	11,191,424	10,033,917
2003 Technical amendment (P.L. 108-83)				-497
(2003 Advance for 2004)	(5,072,000)	(5,072,000)	(7,572,000)	(5,672,000)
2004	10,690,104	11,049,790	12,227,464	11,238,832
(2004 Advance for 2005)	(5,072,000)	(5,072,000)	(5,402,000)	(5,413,000)
2005	12,176,101	12,176,101	12,328,391	11,673,606
(2005 Advance for 2006)	(5,413,000)	(5,413,000)	(5,413,000)	(5,413,000)
2006	12,126,130	11,813,783	11,775,107	11,653,013
(2006 Advance for 2007)	(6,204,000)	(5,413,000)	(5,424,200)	(5,424,200)
2007	11,697,502			11,549,165 ¹
(2007 Advance for 2008)	(6,215,200)			(5,424,200) ²
2008	11,485,147			
(2008 Advance for 2009)	(6,215,200)			

¹ A regular 2007 appropriation for this account had not been enacted at the time the budget was prepared; therefore, this account is operating under a continuing resolution (P.L. 109-289, Division B, as amended). The amounts included for 2007 in this budget reflect the levels provided by the continuing resolution.

² The FY 2008 President's budget assumes that statutory language will be included in a full year 2007 Continuing Resolution to make advance appropriations available in 2008 at the same level as provided in the 2006 Department of Education Appropriations Act for use in 2007.

DEPARTMENT OF EDUCATION FISCAL YEAR 2008 PRESIDENTS REQUEST

(in thousands of dollars)			2007	2008	2008 President's Request	
Account, Program, and Activity	Category Code	2006 Appropriation	Current Estimate	President's Request	Compared to 2007 Current Level Amount	Current Level Percent
Special Education (IDEA)						
1. State grants:						
(a) Grants to States (Part B-611):						
Annual appropriation	D	5,158,761	5,067,741	4,276,741	(791,000)	-15.6%
Advance for succeeding fiscal year	D	5,424,200	5,424,200 ¹	6,215,200	791,000	14.6%
Subtotal		10,582,961	10,491,941	10,491,941	0	0.0%
(b) Preschool grants (Part B-619)	D	380,751	380,751	380,751	0	0.0%
(c) Grants for infants and families (Part C)	D	436,400	423,067	423,067	0	0.0%
Subtotal, State grants		11,400,112	11,295,759	11,295,759	0	0.0%
2. National activities (Part D):						
(a) State personnel development (Subpart 1)	D	50,146	50,653	0	(50,653)	-100.0%
(b) Technical assistance and dissemination (section 663)	D	48,903	48,902	48,902	0	0.0%
(c) Personnel preparation (section 662)	D	89,720	89,719	89,719	0	0.0%
(d) Parent information centers (sections 671-673)	D	25,704	25,704	25,704	0	0.0%
(e) Technology and media services (section 674)	D	38,428	38,428	25,063	(13,365)	-34.8%
Subtotal		252,901	253,406	189,388	(64,018)	-25.3%
Total, Appropriation	D	11,653,013	11,549,165 ¹	11,485,147	(64,018)	-0.6%
Total, Budget authority	D	11,641,813	11,549,165	10,694,147	(855,018)	-7.4%
Current		6,228,813 ²	6,124,965 ²	5,269,947 ³	(855,018)	-14.0%
Prior year's advance		5,413,000	5,424,200	5,424,200 ¹	0	0.0%
Outlays	D	11,836,477	11,537,895	10,771,178	(766,717)	-6.6%

¹ The FY 2008 President's budget assumes that statutory language will be included in a full year 2007 Continuing Resolution to make advance appropriations available in 2008 at the same level as provided in the 2006 Department of Education Appropriations Act for use in 2007.

² Excludes an advance appropriation of \$5,424,200 thousand that becomes available on October 1 of the following fiscal year.

³ Excludes an advance appropriation of \$6,215,200 thousand that becomes available on October 1 of the following fiscal year.

SPECIAL EDUCATION

Summary of Request

The Administration is committed to ensuring that no child is left behind, including students with disabilities. The fiscal year 2008 request for Special Education reflects the Administration's commitment toward making this goal a reality by helping States and school districts improve the results for children with disabilities.

The Administration requests \$10.5 billion for the **Grants to States** program to assist States and schools in covering the excess costs of providing special education and related services to children with disabilities ages 3 through 21. This is the same level as the Continuing Resolution (CR) level for fiscal year 2007. The request would provide an average of \$1,528 for each of the 6.855 million children with disabilities who are estimated to be served for 2008. This is about the same level of support as estimated for 2007.

PART assessments of the Grants to States program were conducted in 2003 and 2005. In 2003 the program was rated "Results Not Demonstrated." The Department addressed most of the concerns raised in the 2003 PART analysis, and the rating resulting from the 2005 assessment was "Adequate."

The requests of \$380.8 million for **Preschool Grants** and \$423.1 million for **Grants for Infants and Families** are the same as the fiscal year 2007 CR level. The Preschool Grants program provides additional support to States and schools for providing special education services to children ages 3 through 5. The Grants for Infants and Families program provides assistance to States to help them implement statewide systems of early intervention services for children from birth through age 2.

In fiscal year 2003, the **Preschool Grants** and **Grants for Infants and Families** programs each received PART ratings of "Results Not Demonstrated" because they lacked annual and long-term performance goals and measures related to child outcomes. As a result, the Administration did not have sufficient information to assess the effectiveness of these programs. The Department has developed performance goals and indicators and is implementing a multi-faceted plan to collect data from the States on the performance of children birth through 5 years of age receiving IDEA services.

The \$189.4 million request for **National Activities** programs would support a variety of technical assistance, dissemination, training, and other activities to help States, local educational agencies, parents, and others in improving results for children with disabilities. The request does not include funding for the **State Personnel Development** program because \$50.7 million in funds appropriated in 2006 will be carried over to fund 2007 activities and funds provided under the CR in 2007 will be carried over to 2008.

Technical Assistance and Dissemination, Personnel Preparation, and Parent Information Centers would be funded at their 2007 CR levels of \$48.9 million, \$89.7 million, and \$25.7 million, respectively.

The **Technology and Media Services** program would be reduced from \$38.4 million to \$25.1 million, reflecting the fact that funding is not needed to support previously earmarked awards.

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State grants: Grants to States

(Individuals with Disabilities Education Act, Part B, Section 611)

FY 2008 Authorization (\$000s): \$19,229,188 ¹

Budget Authority (\$000s):

	<u>2007</u>	<u>2008</u>	<u>Change</u>
Annual appropriation	\$5,067,741 ²	\$4,276,741 ²	-\$791,000
Advance for succeeding fiscal year	<u>5,424,200</u> ³	<u>6,215,200</u>	<u>+791,000</u>
Total	10,491,941	10,491,941	0

¹ Section 611(c) of the Individuals with Disabilities Education Act limits technical assistance activities to \$25.0 million, increased by the amount of inflation from year to year. It is estimated that the maximum amount authorized for fiscal year 2008 would be \$27.2 million.

² Includes \$15.0 million for technical assistance activities in fiscal years 2007 and 2008.

³ The FY 2008 President's budget assumes that statutory language will be included in a full year 2007 Continuing Resolution to make advance appropriations available in 2008 at the same level as provided in the 2006 Department of Education Appropriations Act for use in 2007.

PROGRAM DESCRIPTION

The Grants to States program provides formula grants to assist the 50 States, the District of Columbia, Puerto Rico, the Secretary of the Interior, Outlying Areas, and the Freely Associated States in meeting the excess costs of providing special education and related services to children with disabilities. In order to be eligible for funding, States must serve all children with disabilities ages 3 through 21 years, except that they are not required to serve children ages 3 through 5 or 18 through 21 years if services are inconsistent with State law or practice or the order of any court. A State that does not provide free appropriate public education (FAPE) to children with disabilities ages 3 through 5 cannot receive base payment funds attributable to this age group or funds under the Preschool Grants program.

Funds are allocated among States in accordance with a variety of factors. First, each State is allocated an amount equal to the amount that it received for fiscal year 1999. If the amount available for allocation to States increases over the prior year, 85 percent of the remaining funds are allocated based on the number of children in the general population in the age range for which the States guarantee FAPE to children with disabilities. Fifteen percent of the remaining funds are allocated based on the number of children living in poverty in the age range for which the States guarantees FAPE to children with disabilities. The law also includes several maximum and minimum allocation requirements when the amount available for distribution to States increases. If the amount available for allocation to States remains the same from one year to the next, additional funds are awarded to each State so that there is no change in funding from one year to the next. If the amount available for allocation to States

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State grants: Grants to States

decreases from the prior year, any amount available for allocation to States above the 1999 level is allocated based on the relative increases in funding that the States received between 1999 and the prior year. If there is a decrease below the amount allocated for 1999, each State's allocation is ratably reduced from the 1999 level.

This is a forward-funded program that includes advance appropriations. A portion of the funds becomes available for obligation on July 1 of the fiscal year of the appropriation and remains available for 15 months, through September 30 of the following year. The remaining funds – the advance appropriation – become available on October 1 of the fiscal year following the appropriations act and remain available for 12 months, expiring at the same time as the forward-funded portion. For fiscal year 2008, school districts will use both the forward- and advance-funded amounts primarily for the 2008-2009 school year.

Funds will remain available for obligation at State and local levels for an additional year. Hence, States and local educational agencies will have until September 30, 2009 to obligate their fiscal year 2008 awards.

Most funds provided to States must be passed on to local educational agencies (LEAs). However, a portion of the funds may be used for State-level activities. The Individuals with Disabilities Education Improvement Act of 2004 made significant changes regarding the State set-aside. As under the prior law, funds not set aside by the State must be passed through to LEAs. These sub-State allocations are made in a fashion similar to that used to allocate funds among States when the amount available for allocation to States increases. Funding for capacity building is no longer required.

State Administration – A State may reserve for State administration up to the greater of the maximum amount the State could reserve for State administration from fiscal year 2004 funds or \$800,000, increased by inflation as reflected by the Consumer Price Index For All Urban Consumers. For fiscal year 2008, this amount is estimated to be \$898,000.

Other State Activities – A State may also reserve funds for a variety of other State-level activities such as monitoring, enforcement, addressing personnel needs, and providing technical assistance to LEAs. One of the authorized activities is to support a risk pool to assist LEAs cover the cost of serving high need children. If a State opts to use State-level funds for a risk pool, it must use 10 percent of the funds it reserves for other State-level activities for this purpose.

Starting in 2007, the amount that a State may set aside for other State-level activities is based on a percentage of its total allocation for 2006, increased for inflation. The percentage is based on whether the State opts to use funds for a risk pool and the amount of funds that the State sets aside for administration. If the State opts to use funds for a risk pool and the State sets aside \$850,000 or less for administration, the percentage is 10.5 percent. If the State opts to use funds for a risk pool and the State sets aside more than \$850,000 for administration, the percentage is 10 percent. If the State opts not to use funds for a risk pool and the State sets aside \$850,000 or less for administration, the percentage is 9.5 percent. If the State opts not to use funds for a risk pool and the State sets aside more than \$850,000 for administration, the percentage is 9 percent.

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State grants: Grants to States

The IDEA also requires each State to maintain its level of non-Federal expenditures from one year to the next. However, the Individuals with Disabilities Education Improvement Act amended IDEA to allow a State that provided, in the 2003-2004 school year or any subsequent year, 100 percent of the non-Federal costs of special education services to reduce its level of expenditures by up to 50 percent of any increase in its allocation under the Grants to States program over the prior year. The Secretary may prohibit a State from exercising this authority if it is determined that a State is not adequately carrying out its responsibilities under the IDEA.

Similarly, each LEA is required to maintain its expenditures on special education from one year to the next. However, IDEA, as amended, allows an LEA to reduce its level of support each year by up to 50 percent of the increase in its allocation under the Grants to States program over the prior year, less any funds it uses for early intervening services. An SEA may prohibit an LEA from reducing its support if it determines that the LEA is not meeting the requirements of Part B of IDEA.

An LEA may also use up to 15 percent of its allocation, less any amount it uses to reduce its maintenance of effort level, for early intervening services to address the needs of students who require additional academic and behavioral supports to succeed, but who are not identified as needing special education.

The IDEA requires awards to the Freely Associated States of the Pacific Basin (Palau, the Federated States of Micronesia, and the Republic of the Marshall Islands) to be in the same amounts that they received from the fiscal year 2003 appropriation.

IDEA also authorizes the Secretary to set aside a portion of the Grants to States appropriation to provide technical assistance to improve the capacity of States to meet data collection requirements necessary for the implementation of the program.

Support for studies and evaluations of IDEA programs, which was formerly provided under this activity, is now provided through the Institute of Education Sciences account.

Funding levels for the past 5 fiscal years were:

	(\$000s)
2003.....	\$8,874,398 ¹
2004	10,068,106 ¹
2005	10,589,746 ²
2006	10,582,961 ³
2007	10,491,941 ³

¹ Includes \$16 million for studies and evaluations.

² Includes \$10 million for technical assistance.

³ Includes \$15 million for technical assistance.

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State grants: Grants to States

FY 2008 BUDGET REQUEST

The Administration requests \$10.5 billion for Grants to States to assist in covering the excess costs associated with providing special education and related services to children with disabilities. This is the same as the 2007 Continuing Resolution (CR) level.

The request would provide an average of \$1,528 per child for an estimated 6.855 million children with disabilities ages 3 through 21 who are projected to be served. This compares with \$1,533 per child for an estimated 6.834 million children in 2007 and \$1,551 per child for 6.814 million children in 2006.

Prior to the enactment of the IDEA, as many as 1 million children with disabilities were excluded from educational services. Over the last 31 years, IDEA has been successful in ensuring that all children with disabilities have access to a free appropriate public education. The primary challenge of the program now is to improve the quality of that education so that children with disabilities can, to the maximum extent possible, meet challenging standards that have been established for all children, and be prepared to lead productive, independent adult lives.

Both the No Child Left Behind Act of 2001 and the Individuals with Disabilities Education Improvement Act of 2004 have placed greater emphasis on improving results for children with disabilities through heightened expectations and increased accountability. The upcoming reauthorization of No Child Left Behind is one of the President's top priorities. In working toward that reauthorization, we will be striving to preserve and enhance the basic No Child Left Behind principles of measuring the progress of all children, including those with disabilities, and holding schools accountable for helping them improve.

Almost without exception, since the enactment of IDEA, the growth in the number of children with disabilities served has outpaced the growth in the general population ages 3 through 21. However, the number of children with disabilities reported in the count for fiscal year 2005 was almost the same as the number reported for fiscal year 2006. We do not know whether the numbers reported for fiscal years 2005 and 2006 are an anomaly or represents a new trend in the number of children being served. In the absence of better information, we have projected the numbers of children with disabilities expected to be served for fiscal years 2007 and 2008 based on the growth rate in the general population ages 3 through 21.

Department of the Interior Set-Aside

As with previous appropriations, the fiscal year 2008 request includes special appropriation language limiting the amount of funding required to be provided to the Department of the Interior. The special language would limit funding for the Department of the Interior to the lesser of the prior year funding level plus inflation or the percentage increase in funding for the Grants to States program. At the request level, this would mean that the Department of the Interior would be held to the same level of funding as would be provided under the 2007 continuing resolution. IDEA requires that 1.226 percent of the funds appropriated for Grants to States be provided to the Department of the Interior for serving Indian children with disabilities, regardless of the number of children served by the Department of the Interior. At the request level, the uncapped allocation to the Department of Interior would provide, for each child with a disability it

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State grants: Grants to States

serves, an average of about \$16,500, almost 11 times the average amount per child that States would receive. At the request level, with the cap, the Department of Interior would receive about 7 times the average amount per child that States would receive, or about 119 percent of APPE.

Technical Assistance

The Individuals with Disabilities Education Improvement Act of 2004 placed increased emphasis on improving results for children with disabilities through the collection of data on performance. The amendments require each State to develop a State Performance Plan that includes measurable and rigorous targets in a number of key monitoring areas. These areas are free appropriate public education in the least restrictive environment; State exercise of general supervision authority in areas such as child find, monitoring, mediation, and transition services; and disproportionate representation of children in special education based on their race and ethnicity. State performance data will be collected through Annual Performance Reports from States.

The amendments also provide authority for the Secretary of Education to use a portion of Grants to States funds to provide technical assistance to States to improve their capacity to meet these expanded data collection requirements. One of the indicators included in State Performance Plans is the participation and performance of children with disabilities on State assessments. Many States need support in developing, enhancing, or redesigning their assessment systems to ensure that they meet the requirements of No Child Left Behind and the IDEA with regard to the assessment of children with disabilities. The Administration's request includes \$15 million to assist States in collecting data, the same level of assistance the Administration intends for 2007. Most of these funds would be used to assist States in the area of assessing and reporting on assessments for children with disabilities. Funds would be used to support technical assistance contracts and General Supervision Enhancement Grants to State agencies, which would enhance State data collection capacity.

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State grants: Grants to States

PROGRAM OUTPUT MEASURES

	<u>2006</u>	<u>2007</u>	<u>2008</u>
<u>Program funding (\$000):</u>			
Formula grants to States	\$10,442,097	\$10,351,361	\$10,351,361
Formula grants to Outlying Areas	32,979	32,695	32,695
Grants to Freely Associated States	6,579	6,579	6,579
Department of the Interior	86,306	86,306	86,306
Technical Assistance	<u>15,000</u>	<u>15,000</u>	<u>15,000</u>
Total	10,582,961	10,491,941	10,491,941
Number of children with disabilities served ages 3 through 21			
	6,813,656	6,834,000 ¹	6,855,000 ¹
Average Federal share per child (\$)			
	\$1,551	\$1,533 ¹	\$1,528 ¹
Average per pupil expenditure (APPE) (\$)			
	\$8,786 ¹	\$9,168 ¹	\$9,288 ¹
Federal funding as a percentage of APPE			
	18% ¹	17% ¹	16% ¹

¹ Estimate.

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State grants: Grants to States

	<u>Fall 2003 School Year</u>	<u>Fall 2004 School Year</u>	<u>Fall 2005 School Year</u>
<u>Educational environments for children with disabilities ages 6 through 21:</u> ¹			
Removed from regular classroom less than 21% of the day	2,844,215	2,981,344	3,191,458
Percent	48.2%	49.9%	52.1%
Removed from regular classroom for 21% to 60% of the day	1,695,167	1,654,068	1,612,692
Percent	28.7%	27.7%	26.3%
Removed from regular classroom for more than 60% of the day	1,121,564	1,106,660	1,071,743
Percent	19.0%	18.5%	17.5%
Separate schools	169,395	168,002	181,883
Percent	2.9%	2.8%	3.0%
Residential facilities	41,111	39,613	36,193
Percent	.7%	.7%	.6%
Home or Hospital	27,370	26,871	26,419
Percent	.5%	.4%	.4%
	<u>School Year 2002-2003</u>	<u>School Year 2003-2004</u>	<u>School Year 2004-2005</u>
<u>Basis for leaving school for youth with disabilities ages 14 and older:</u> ¹			
Graduating with a regular diploma	51.9%	54.2%	54.4%
Graduating through certification	12.7%	13.1%	15.5%
Dropping out, or moved but not known to have continued in education	33.6%	30.9%	28.3%
Reaching maximum age for services and other reasons	<u>1.8%</u>	<u>1.8%</u>	<u>1.8%</u>
Total	100.0%	100.0%	100.0%

Source: Annual data collection from States by OSERS and through EDEN/EDFacts.

¹ Percentages may not add to 100% due to rounding.

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History of Children Served and Program Funding

<u>Fiscal Year</u>	<u>Children Served (000s)</u>	<u>Appropriation (\$000)</u>	<u>Federal Share Per Child</u> ¹	<u>Federal Share as a Percentage of APPE</u>
1977	3,485	\$251,770	\$72	5%
1978	3,561	566,030	159	10%
1979	3,700	804,000	217	13%
1980	3,803	874,500	230	12%
1981	3,941	874,500	222	10%
1982	3,990	931,008	233	10%
1983	4,053	1,017,900	251	10%
1984	4,096	1,068,875	261	9%
1985	4,124	1,135,145	275	9%
1986	4,121	1,163,282	282	8%
1987	4,167	1,338,000	321	9%
1988	4,236	1,431,737	338	9%
1989	4,347	1,475,449	339	8%
1990	4,419	1,542,610	349	8%
1991	4,567	1,854,186	406	9%
1992	4,727	1,976,095	418	8%
1993	4,896	2,052,728	419	8%
1994	5,101	2,149,686	421	8%
1995	5,467	2,322,915 ²	425	8%
1996	5,629	2,323,837	413	7%
1997	5,806	3,107,522	535	9%
1998	5,978	3,807,700 ³	636	11%
1999	6,133	4,310,700 ³	701	11%
2000	6,274	4,989,685 ³	793	12%
2001	6,381	6,339,685 ³	991	14%
2002	6,483	7,528,533 ³	1,159	15%
2003	6,611	8,874,398 ³	1,340	17%
2004	6,723	10,068,106 ³	1,495	18%
2005	6,820	10,589,746 ⁵	1,558	18%
2006	6,814 ⁴	10,582,961 ⁵	1,551	18% ⁴
2007	6,834 ⁴	10,491,941 ⁵	1,533 ⁴	17% ⁴
2008	6,855 ⁴	10,491,941 ⁵	1,528 ⁴	16% ⁴

¹ The Federal share per child is calculated from Grants to States funding, excluding amounts available for studies and evaluations or technical assistance, as applicable.

² Includes \$82.878 million to offset elimination of the Elementary and Secondary Education Act Chapter 1 Handicapped program.

³ Includes \$6.7 million in 1998 for studies and evaluations on a comparable basis. Includes \$9.7 million for studies and evaluations in 1999, \$13 million in 2000, and \$16 million in 2001 through 2004.

⁴ Estimate.

⁵ Includes \$10 million for technical assistance activities in 2005, \$15 million in 2006, 2007, and 2008.

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State grants: Grants to States

PROGRAM PERFORMANCE INFORMATION

Performance Measures

This section presents selected program performance information, including GPRA goals, objectives, measures, and performance targets and data; and an assessment of the progress made toward achieving program results. Achievement of program results is based on the cumulative effect of the resources provided in previous years and those requested in FY 2008 and future years, and the resources and efforts invested by those served by this program.

Goal: Ensure all children with disabilities served under the IDEA have available to them a free appropriate public education to help them meet challenging standards and prepare them for independent living and postsecondary education and/or competitive employment by assisting State and local educational agencies and families.

Objective: All children with disabilities will meet challenging standards as determined by national and State assessments with accommodations as appropriate.

National Assessment of Educational Progress Measures

Measure: The percentage of fourth-grade students with disabilities scoring at or above Basic on the National Assessment of Educational Progress (NAEP) in reading.

Year	Targets	Actual
2002	24	29
2003	25	29
2005	35	33
2007 ^{1/}	35	

Measure: The percentage of eighth-grade students with disabilities scoring at or above Basic on the National Assessment of Educational Progress (NAEP) in mathematics.

Year	Targets	Actual
2003	23	29
2005	32	31
2007 ^{1/}	33	

^{1/} No comparable NAEP assessments are scheduled for reading or mathematics in 2006 or 2008.

Assessment of progress: National Assessment of Educational Progress (NAEP) data for reading and mathematics are encouraging. The performance of children with disabilities has generally improved over baseline years. However, the data also show that the majority of students with disabilities do not meet or exceed even the Basic levels of achievement at any of the grade levels tested. For the 2005 fourth-grade reading assessment, only 33 percent of children with disabilities scored at or above basic, while 66 percent of other children scored at or above Basic. For the 2005 math assessment, only 31 percent of eighth-graders with disabilities scored at or above Basic, while 72 percent of other children scored at or above Basic.

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The National Center for Education Statistics collects data on the percentage of children with disabilities who are excluded from the NAEP assessments because of their disabilities. Exclusion rates are important to keep in mind when considering the performance of children with disabilities because increases in performance accompanied by reductions in children with disabilities tested might simply reflect the exclusion of more lower functioning children. The exclusion rate for children with disabilities on fourth-grade reading assessments has dropped from 41 percent in 1998 to 35 percent in 2005, and the exclusion rate on eighth-grade mathematics assessments has dropped from 32 percent in 2000 to 24 percent in 2005. It should be noted that these percentages only include children with disabilities who have been included in the NAEP testing sample. Children in schools specifically for children with disabilities are not included in the NAEP sample.

It should also be noted that the use of accommodations for children with disabilities, such as testing in small groups and extended time, has also increased substantially. For example, whereas less than one quarter of the eighth grade children with disabilities assessed in mathematics in 2000 received accommodations, more than half received accommodations in 2005.

Because many children with disabilities are excluded from NAEP testing, NAEP results cannot be generalized to the total population of children with disabilities.

New No Child Left Behind Measures

The Department has adopted four new measures for the Special Education Grants to States program to parallel those used for the Title I Grants to Local Educational Agencies program. These measures replace two old measures: (1) the number of States showing an increase in the percentage of fourth-grade students with disabilities meeting State performance standards by achieving proficiency or above in reading on State assessments; and (2) the number of States showing an increase in the percentage of eighth-grade students with disabilities meeting State performance standards by achieving proficiency or above in mathematics on State assessments.

Data on the new measures are being collected annually through the Education Data Exchange Network (EDEN) and made available through *EDFacts*. Targets are based on a straight-line trajectory from the base year, 2005, toward the NCLB goal to have all children performing at proficient or advanced levels by 2014. States were not required to test students in all grades 3 through 8 in 2005. However, they will be required to test children in all grades 3 through 8 in 2006. Because of this, we expect to revise the targets based on 2006 performance data.

Two new measures focus on the percentages of students with disabilities scoring at the proficient or advanced levels in grades 3 through 8 on State reading and mathematics assessments. The percentages of students with disabilities scoring at the proficient or advanced levels on State reading and mathematics assessments in 2005 were 38.0 percent and 38.5 percent, respectively. The targets for reading are 51.8 percent for 2007 and 58.7 percent for 2008. For mathematics, the targets are 52.2 percent for 2007 and 59.0 percent for 2008.

The other two new measures focus on the differences between the percentages of students with disabilities in grades 3 through 8 scoring at the proficient or advanced levels on State reading and

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mathematics assessments and the percentage of all students in grades 3 through 8 scoring at these levels. In 2005, the percentages of students with disabilities scoring at the proficient or advanced levels on State reading and mathematics assessments were, respectively, 27.8 percent and 24.9 percentage points lower than for all students. The targets for reading are 21.6 percentage points for 2007 and 18.5 percentage points for 2008. For mathematics, the targets are 19.4 percentage points for 2007 and 16.6 percentage points for 2008.

Objective: *Secondary school students will complete high school prepared for postsecondary education and/or competitive employment.*

Measure: The percentage of students with IEPs who graduate from high school with a regular high school diploma.		
Year	Targets	Actual
2003		51.9
2004		54.2
2005	54.0	54.4
2006	56.0	
2007	57.0	
2008	58.0	

Measure: The percentage of students with disabilities who drop out of school.		
Year	Targets	Actual
2003		33.6
2004		30.9
2005	34.0	28.3
2006	29.0	
2007	28.0	
2008	27.0	

Source: Annual data collection from States by OSERS and through EDEN/EDFacts.

Assessment of progress: Data on graduations and dropouts are collected annually from States by OSERS and through EDEN/EDFacts. No targets were set for 2004 because during that year the method for computing performance for this measure was revised to include among children who have dropped out, those children who have moved, but are not known to have continued in school. Previously these children were not considered in computing the drop-out rate. Actual performance data for the indicator have been adjusted based on the new definition. This change was made after discussions with State data managers indicated that, in most cases in which children move and are not known to have continued in school, the children have actually dropped out of school. Recent State reports have shown significantly fewer children reported in the “moved, but not known to have continued” category. Some of this improvement in drop-out rates may be attributable to closer tracking by States, which has resulted in some children being reported as continuing in school who would formerly have been reported as “moved, not known to have continued.”

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Postsecondary Outcomes

In response to Office of Management and Budget concerns about the lack of indicators related to postsecondary outcomes, the Department has developed an indicator on employment and postsecondary education. Data for this indicator are collected through longitudinal studies and, therefore, they are available only intermittently. However, we believe that this is a critical indicator for the program, since it is a reflection of the ultimate results of our efforts to provide special education under the Grants to States program. Baseline data have been extracted from the National Longitudinal Transition Study 1 (NLTS1). Data from that study indicate that, for 1987, 52 percent of students were either competitively employed, enrolled in some type of postsecondary school, or both, within 2 years of leaving high school. Data from the National Longitudinal Transition Study 2 (NLTS2), which is currently underway, indicate that this percentage grew to 59 percent for 2004 and to 75 percent for 2005.

Efficiency Measures

The Department has developed one efficiency measure for the program. That measure is the average number of workdays between the completion of a site visit and the Department's response. For fiscal years 2004 and 2005, the average times between the completion of the visit and the letter of findings were 123 days and 107 days, respectively. Targets of 113 days and 103 days were set for 2006 and 2007, respectively. Based on actual performance for 2005, the 2007 target will be revised to 100 days and the 2008 target will be set at 95 days.

Follow-up on PART Findings and Recommendations

PART assessments of the Grants to States program were conducted in 2003 and 2005. In 2003 the program was rated "Results Not Demonstrated." The Department has addressed most of the concerns raised in the 2003 PART analysis. The rating resulting from the 2005 assessment is "Adequate." The improvement in rating was due largely to the establishment of meaningful long-term goals and the demonstration of satisfactory progress in reaching those goals. Improvement plan actions still being implemented include the following:

- Conduct an independent evaluation of the program of sufficient scope to determine if and how the program contributes to the effectiveness of special education programs and their impact on students.

Funds requested for the Special Education Studies and Evaluation program in the Institute of Education Sciences account will be used to conduct an independent evaluation of the program.

- Identify strategies in key topic areas that have the potential for improving results for children with disabilities.

The Department has identified six key topic areas for its long-term measures and is now working on strategies that focus on these areas to improve results for children with disabilities.

- Improve collaboration with other Federal programs.

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The Department is also working to improve collaboration between the Grants to States program and other programs. For example, the Special Education Technical Assistance and Dissemination program provides partial support for three Office of Elementary and Secondary Education (OESE) technical assistance centers focusing on instruction, teacher quality, and high schools. These centers are part of an OESE system of 21 regional and content technical assistance centers, which received initial funding in 2005.

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State Grants: Preschool grants

(Individuals with Disabilities Education Act, Part B, Section 619)

FY 2008 Authorization (\$000s): Indefinite

Budget Authority (\$000s):

	<u>2007</u>	<u>2008</u>	<u>Change</u>
	\$380,751	\$380,751	0

PROGRAM DESCRIPTION

The Preschool Grants program provides formula grants to States, the District of Columbia, and Puerto Rico to assist them to make available special education and related services for children with disabilities aged 3 through 5. In order to be eligible for these grants, States must serve all eligible children with disabilities aged 3 through 5 and have an approved application under Part B of the Individuals with Disabilities Education Act (IDEA). A State that does not make a free appropriate public education (FAPE) available to all children with disabilities aged 3 through 5 cannot receive funds under this program or funds attributable to this age range under the Grants to States program. Currently, all States are making FAPE available to all children aged 3 through 5 with disabilities.

At their discretion, States may include preschool-aged children who are experiencing developmental delays, as defined by the State and as measured by appropriate diagnostic instruments and procedures, who need special education and related services. States, at their discretion, and local educational agencies, if consistent with State policy, may also use funds received under this program to provide FAPE to 2-year olds with disabilities who will turn 3 during the school year. IDEA requires that, to the maximum extent appropriate, children with disabilities are educated with children who are not disabled and that removal of children with disabilities from the regular educational environment occurs only when the nature or severity of the disability of a child is such that education in regular classes with the use of supplementary aids and services cannot be achieved satisfactorily. However, States are not required to provide public preschool programs for the general population. For this reason, preschool-aged children with disabilities are served in a variety of settings, including public or private preschool programs, regular kindergarten, Head Start programs, and childcare facilities.

Funds are distributed to eligible entities through a formula based on general population and poverty. Under the formula, each State is first allocated an amount equal to its fiscal year 1997 allocation. For any year in which the appropriation is greater than the prior year level, 85 percent of the funds above the fiscal year 1997 level are distributed based on each State's relative percentage of the total number of children aged 3 through 5 in the general population. The other 15 percent is distributed based on the relative percentage of children aged 3 through 5 in each State who are living in poverty. The formula provides several floors and ceilings regarding the amount a State can receive in any year. No State can receive less than it received in the prior year. In addition, every State must receive an increase equal to the higher of: (1) the percent the appropriation grew above the prior year, minus 1.5 percent, or,

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(2) 90 percent of the percentage increase above the prior year. The formula also provides for a minimum increase in State allocations of 1/3 of 1 percent of the increase in the appropriation over the base year and places a ceiling on how much the allocation to a State may increase, in that no State may be allocated an increase above the prior year greater than the percent of growth in the appropriation from the prior year plus 1.5 percent. These provisions help ensure that every State receives a part of any increase and that there is no radical shift in resources among the States.

States must distribute the bulk of their grant awards to local educational agencies. They may retain funds for State-level activities up to an amount equal to 25 percent of the amount they received for fiscal year 1997 under the Preschool Grants program, adjusted upward each year by the lesser of the rate of increase in the State's allocation or the rate of inflation. The amount that may be used for administration is limited to 20 percent of the amount available to a State for State-level activities. These funds may also be used for the administration of the Grants for Infants and Families program (Part C). State-level activities include: (1) support services, including establishing and implementing a mediation process, which may benefit children with disabilities younger than 3 or older than 5, as long as those services also benefit children with disabilities aged 3 through 5; (2) direct services for children eligible under this program; (3) activities at the State and local level to meet the performance goals established by the State for the performance of children with disabilities in the State; and (4) supplements to other funds used to develop and implement a statewide coordinated services system designed to improve results for children and families, including children with disabilities and their families, but not to exceed 1 percent of the amount received by the State under this program for a fiscal year. The State may also use its set-aside funds to provide early intervention services (which shall include an educational component that promotes school readiness and incorporates preliteracy, language, and numeracy skills) in accordance with the Grants for Infants and Families program to children who are eligible for services under this section and who previously received services under Part C until such children enter or are eligible to enter kindergarten and, at a State's discretion, to continue service coordination or case management for families who receive services under Part C.

This is a forward funded program. Funds become available for obligation on July 1 of the fiscal year in which they are appropriated and remain available for 15 months through September 30 of the following year.

Funding levels for the past 5 fiscal years were:

	(\$000s)
2003.....	\$387,465
2004.....	387,699
2005.....	384,597
2006.....	380,751
2007.....	380,751

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State grants: Preschool grants

FY 2008 BUDGET REQUEST

The Administration requests \$380.8 million for the Preschool Grants program. The request would maintain funding for this program at the 2007 Continuing Resolution level. The Preschool Grants program supports early childhood programs that provide services needed to prepare young children with disabilities to enter school ready to learn. Funding under Preschool Grants supplements funds provided to States under the Grants to States program, which serves children with disabilities aged 3 through 21, including all children served under the Preschool Grants program. The Administration is requesting \$10.5 billion for the Grants to States program for fiscal year 2008. In addition, young children with disabilities benefit from other early childhood programs funded by the Federal Government, such as Head Start. We believe that the combination of the proposed funding under the Preschool Grants and Grants to States programs and other sources will provide sufficient funds to support State efforts to provide appropriate special education and related services to preschool aged children with disabilities.

According to the National Institute for Early Education Research (NIEER) at Rutgers University, early literacy plays a key role in preparing children to succeed in school. Early literacy predictors for reading and school success include oral language, alphabetic code, and print knowledge. However, all domains of a child's development, including physical, social-emotional, cognitive, language, and literacy are interrelated and interdependent and influence the development of early literacy. This finding has major implications for children with disabilities who have impairments or delays in one or more of these areas. For children with risk factors such as developmental disabilities, preventive interventions may be required to encourage timely attainment of the skills and abilities needed for later school readiness and achievement. NIEER recommends that all children should have access to early childhood programs with strong literacy components that include clear adaptations for children with special needs.

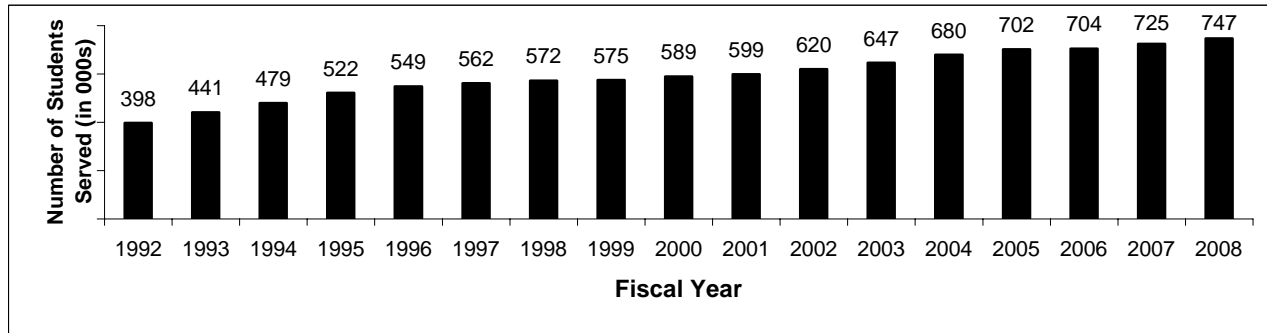
Numbers Served

From fiscal year 1992 to 2006, the number of children served under the Preschool Grants program increased from 398,355 to 704,087, a 76.7 percent increase. Over the same period, the growth in the number of 3-through-5-year-old children in the general population for the 50 States and the District of Columbia was only 7.5 percent. After increasing an average of 8.2 percent per year from 1992 to 1996, the rate of growth in the number of children served under this program has slowed dramatically. The fiscal year 2005 increase was 3.3 percent, but the 2006 increase was only 0.3%. The Department predicts that the number of children with disabilities aged 3 through 5 that are served will continue to increase in fiscal years 2007 and 2008, but only by 3 percent each year. The Department expects to receive the data on the number of children served for fiscal year 2007 in October 2007.

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State grants: Preschool grants

Children Served Through the Preschool Grants Program **(Fiscal Years 1992 – 2006)**



PROGRAM OUTPUT MEASURES (\$000s)

	<u>2006</u>	<u>2007</u> ¹	<u>2008</u> ¹
Children served ²	704,087	725,000	747,000
Share per child (whole \$)	\$546	\$525	\$510

¹ Estimates.

² States may, at their discretion, provide FAPE to 2-year olds who will turn 3 during the school year. However, the figures for the number of children served do not include children served by the States who are 2 years old at the time of the count, but will turn 3 during the school year.

History of Children Served and Program Funding

<u>Fiscal Year</u>	<u>Children Served</u> (000s)	<u>Appropriation</u> (\$000s)	<u>Federal</u> <u>Share Per Child</u>
1977	197	\$12,500	\$64
1978	201	15,000	81
1979	215	17,500	81
1980	232	25,000	108
1981	237	25,000	105
1982	228	24,000	105
1983	242	25,000	103
1984	243	26,330	108
1985	260	29,000	112
1986	261	28,710	110
1987	266	180,000	677 ¹
1988	288	201,054	698
1989	322	247,000	767

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<u>Fiscal Year</u>	<u>Children Served</u> (000s)	<u>Federal</u> <u>Appropriation</u> (\$000s)	<u>Share Per Child</u>
1990	352	\$251,510	\$715
1991	367	292,766	798
1992	398	320,000	804
1993	441	325,773	739
1994	479	339,257	709
1995	522	360,265	689
1996	549	360,409	656
1997	562	360,409	642
1998	572	373,985	654
1999	575	373,985	651
2000	589	390,000	662
2001	599	390,000	652
2002	617	390,000	632
2003	647	387,465	599
2004	680	387,699	571
2005	702	384,597	548
2006	704	380,751	546
2007	725 ²	380,751 ²	525 ²
2008	747 ²	380,751 ²	510 ²

¹ The Education of the Handicapped Act Amendments of 1986 changed the Preschool Grants program from a grant program that provided an incentive for States to serve children with disabilities aged 3 through 5 to a program that, beginning in fiscal year 1991, required that services be made available to all such children as a condition for receiving funding for children in this age range under any IDEA program.

² Estimates.

PROGRAM PERFORMANCE INFORMATION

Performance Measures

This section presents selected program performance information, including GPRA goals, objectives, measures, and performance targets and data; and an assessment of the progress made toward achieving program results. Achievement of targets is based on the cumulative effect of the resources provided in previous years and those requested in FY 2008 and future years, and the resources and efforts invested by those served by this program.

Goal: To help preschool children with disabilities enter school ready to succeed by assisting States in providing special education and related services.

Objective: *Preschool children with disabilities will receive special education and related services that result in increased skills that enable them to succeed in school.*

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Measure: The percentage of children with disabilities aged three through five participating in the Preschool Grants program who demonstrate positive social-emotional skills (including social relationships); acquire and use knowledge and skills (including early language/communication and early literacy); and use appropriate behaviors to meet their needs will increase.

Assessment of progress: The Department has developed student outcome measures and is implementing a plan to collect data from all States through their Annual Performance Reports that can be validly aggregated to assess progress. All States are expected to begin reporting child outcome data no later than February 2007. Data covering the July 1, 2005–June 30, 2006 reporting period includes status at entry and will be reported in February 2007. States will begin collecting exit data on these children for the period covering July 1, 2006–June 30, 2007 and report the data by February 2008. This data will be used to establish a performance baseline in 2008. The steps being taken by the Department to obtain data for this measure are discussed in more detail in the **Follow-up on PART Findings and Recommendations** section.

Measure: The percentage of children with disabilities (aged three through five) who receive special education and related services in a regular early childhood program at least 50% of time.

Assessment of progress: One goal of special education is to maximize the extent to which children with disabilities can fully function and be independent in settings with children who are developing typically. The measure for reporting the number and percentage of preschool-aged children with disabilities by educational environment has been significantly revised to more accurately reflect the extent of the children's participation in regular education. The primary focus of the preschool educational environments data collection has shifted from an emphasis on where the child receives special education and related services to an emphasis on the percentage of time the child spends in an environment with typically-developing age peers.

This measure replaces a previous measure on the extent to which children with disabilities receive their special education services in regular education settings. The Department had a number of concerns about the usefulness of that measure. While it provided information about where children receive their special education services, it did not tell us where the child spends the bulk of his or her day and the extent to which the child has opportunities to interact with nondisabled peers. The Department convened a work group in fiscal year 2004 to review this measure and the data collected in an attempt to develop (1) more reliable measures of placement data for preschool-aged children, and (2) more meaningful measures, particularly of the extent to which children with disabilities are spending time with nondisabled peers. The Department developed the new measure and data collection based on the work of this group and comments from the field on the data forms.

States began using the new data collection (OMB No. 1820-0517) between October 1 and December 1, 2006, inclusive. Data collected in 2006 are being used to establish the fiscal year 2007 baseline. The new data collection is very different from the prior collection and States reported having difficulty implementing the new system in the fall of 2006. The Department, to assist States in collecting the preschool educational environments data, is providing technical assistance directly to States, as well as through other technical assistance mechanisms such as the annual State data managers' meetings, frequently asked questions documents, a data dictionary, and presentations at other meetings.

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Measure: The number of States with at least 90 percent of special education teachers of children with disabilities aged three to five who are fully certified in the areas in which they are teaching.

Year	Target	Actual
2003	36	32
2004	36	34
2005	37	33
2006	37	
2007	37	
2008	37	

Assessment of progress: The Department did not meet its 2005 target and has floated within a 4-point range since 1999. However, in States that meet or exceed the 90 percent criterion, the percent of fully certified teachers generally has been increasing. We anticipate that the fiscal year 2006 data will become available in October 2007.

Efficiency Measures

The Department has developed one efficiency measure for this program. That measure is the average number of workdays between the completion of a site visit and the Department's response. For fiscal years 2004 and 2005, the average time between the completion of the visit and the letter of findings was 123 days and 107 days, respectively. Targets of 113 days and 103 days were set for 2006 and 2007, respectively. Based on actual performance for 2005, the 2007 target will be revised to 100 days, and the 2008 target will be set at 95 days.

Other Performance Information

Pre-Elementary Longitudinal Study (PEELS): The PEELS study involves a nationally representative sample of children, 3 to 5 years of age when they entered the study, with diverse disabilities who are receiving preschool special education services in a variety of settings. The study will answer questions such as:

- What are the characteristics of children receiving preschool special education?
- What services do they receive and in what settings? Who provides these services?
- What child, family, community, and system factors are associated with the services children receive and the results they attain?
- What are their transitions like between early intervention (programs for children from birth to 3 years old) and preschool, and between preschool and elementary school?
- To what extent do the children participate in activities with other children their age who are not receiving preschool special education services? To what extent are preschool special education graduates included in general elementary education classes and related activities?

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- What short-and long-term results do children achieve in preschool, kindergarten, and early elementary school?
- What child, family, community, and system factors are related to the services received and outcomes realized?

The first data collection, conducted in 2003 and 2004, had a superior response rate with 96 percent of families who agreed to participate completing a parent interview and 100 percent of State educational agencies, 90 percent of local school districts, and 76 percent of teachers or service providers completing a questionnaire. Children participating in PEELS were evaluated in areas such as prereading, math, and behavior. Of the child participants, 84 percent received one-on-one assessments. When direct assessment of a child was not possible, the child's teacher or service provider was asked to report the child's level of functioning by completing an established indirect assessment instrument. Twelve percent of the children participating received an indirect assessment. Information also was collected on services received and demographic data. A final overview of the data collected in the first year of the project will be available by December 2006. In addition, Wave 1 data tables are available on the Web (<https://www.peels.org/DataTables/default.asp>).

The first major report from PEELS, "Preschoolers with Disabilities, Characteristics, Services, and Outcomes," was released in September 2006. The report is based on Wave 1 data and describes characteristics of the participating children and their families, characteristics of educational services and providers, transitions from early intervention to preschool, and preschool to elementary school, and school-related readiness and behavior. The report provides information on the standardized assessment scores for preschoolers with disabilities in the areas of emerging literacy, pre-math, and social-behavior skills. The majority of the children (84 percent) completed assessments in areas such as letter and word identification, vocabulary, and applied math problems. In addition, 75 percent of the children received teacher-rating scores related to social skills and behavior.

Findings from the report include the following:

- Preschoolers identified with disabilities were disproportionately male, 70 percent versus 30 percent female. Two-thirds (67%) were White, 22 percent Hispanic, and 11 percent Black.
- Nearly half (46%) of preschoolers with disabilities were identified as having a speech or language impairment as their primary disability and 28 percent were identified as having a developmental delay as their primary disability. Fewer than 10 percent of preschool children were identified as having other primary disabilities. A significantly higher percentage of White children than Black or Hispanic children were identified as having a speech or language impairment as their primary disability.
- Twenty-four percent of preschoolers with disabilities were born three or more weeks prematurely. The mean birth weight for preschoolers with disabilities was 6.9 pounds. Children less than 5.5 pounds at birth are typically considered low birth weight. Of children born prematurely, Black children were born significantly earlier than White children, and Black children had significantly lower birth weights than Hispanic children and White children.

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- On average, preschoolers with disabilities were nearly 3 years old when they started receiving special education or therapy services from a professional. Children identified as having an orthopedic impairment, mental retardation, or another health impairment typically began receiving services at significantly younger ages than children identified as having other disabilities.
- The vast majority of children with disabilities ages 3–5 who received special education services received speech or language therapy (93%). Other common services included special education in school (42%), occupational therapy (34%), physical therapy (21%), and tutoring for learning problems (19%). There were some significant variations across racial/ethnic groups, household income groups, and disability categories.
- Of the children with disabilities ages 3–5 who had an individualized family service plan (IFSP) before age 3, nearly one-third (31%) had a gap in services between the end of services received through the Individuals with Disabilities Education Act (IDEA), Part C and the beginning of preschool services. One-third of all parents believed it took them *some* or *a lot of effort* to find out where to get preschool special education services through the school system.
- More than half (54%) of teachers of kindergarteners with disabilities reported the students had *very easy* transitions; however, 15 percent had *somewhat* or *very difficult* transitions.
- In the areas of emerging literacy, early math proficiency, social behavior, and motor performance, preschoolers with disabilities who participated in the direct assessment typically performed within one standard deviation of the population mean. However, some variations in performance were evident based on age cohort, disability classification, race/ethnicity, and household income. For example, older children performed closer to the mean than younger children; White children tended to score higher than Black or Hispanic children; and children in the lowest household income group (\$20,000 or less) scored significantly lower than children in all other income groups. While preschoolers with disabilities who participated in the direct assessment tended to perform within one standard deviation of the population overall, scores ranged from very low for children identified as having mental retardation to above average for other groups.
- Teacher ratings on preschool and kindergarten behavior suggest that the social skills of children with disabilities fell well within one standard deviation of the population mean. However, older children scored significantly higher than younger children. Mean scores for children identified as having autism and children identified as having mental retardation were significantly lower than mean scores for children identified as having other disabilities. Females had significantly higher social skill scores than males. Teacher ratings revealed more problem behavior for children identified as having an emotional disturbance or autism. Males had significantly more problem behavior than females, and Black children had higher ratings than Hispanic or White children. Differences by income group were also significant.

The second wave of data collection began in January 2005. The attrition rate of the original sample was less than the expected 5 percent. In addition, 15 additional school districts agreed

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to participate, resulting in a sample of over 3,000 preschool-age children. Preschool, kindergarten, and elementary school teachers and special service providers; elementary school principals; preschool program directors; and parents continued to provide information through mail questionnaires or structured telephone interviews to describe special services, programs, classrooms, and home environments. Response rates continued to be high. In addition, direct and indirect child assessments were administered with a final response rate of 94 percent. The Wave 2 Overview report and data tables will be available by fall 2007.

The third wave of data collection began in January 2006. The collection of data was the same as in Wave 2. Response rates continued to be high. The final response rate was 93 percent for the direct and indirect child assessments. Direct and indirect assessments will continue to be administered annually as children progress through preschool and kindergarten, with a profile assessment in the mid-to-late elementary school years, when the children are ages 8–10. Plans are to repeat the data collections between winter and spring of 2006–07 and 2008–09.

Other Studies: The Department also is conducting the Early Childhood Longitudinal Study program through the National Center for Education Statistics (NCES). This program involves two overlapping cohort studies, a Birth Cohort (ECLS-B) and a Kindergarten Cohort (ECLS-K). Both are ongoing studies that focus on children's early school experiences. The ECLS-K has followed the kindergarten class of 1998-99 through fifth grade. The ECLS-K provides descriptive information on children's status at entry to school and their transition into school, and is providing information on their progression through middle school. The ECLS-B is designed to follow children from 9 months through kindergarten. It focuses on health, development, early care, and education during the formative years of children born in 2001. These studies also are providing some data on outcomes experienced by children with disabilities participating in preschool programs and baseline data on outcomes experienced by nondisabled children.

The Office of Special Education Programs, and subsequently the National Center on Special Education Research, have sponsored a special education questionnaire for teachers and the collection of more extensive data on children with disabilities and their programs, including the identification of, receipt of services for, and use of special equipment for a number of disabling conditions that may interfere with a sampled child's ability to learn. The ECLS-K base year (kindergarten), first grade, third grade, and fifth grade data files and the ECLS-B base year (9-month) data files are currently available. The ECLS-K files include data from the special education teacher/service provider questionnaires on the ECLS-K cohort with disabilities (<http://nces.ed.gov/ecls>). The ECLS-K is scheduled to collect data from the cohort, their parents, schools, and classroom teachers including the special education teacher/service providers one last time during the 2006-2007 school year, at which time most of the cohort will be in the eighth grade. In May 2006, NCES published a data brief, "The Early Reading and Mathematics Achievement of Children Who Repeated Kindergarten or Who Began School a Year Late." This analysis found that children who repeated kindergarten, compared to children who went to first grade on time were more likely to have been diagnosed with developmental difficulties by the end of first grade (22 versus 9 percent). Developmental difficulties were determined through parent questions about the child's ability to pay attention and learn; overall activity level; ability to communicate; hearing ability and understanding of speech; eyesight – if problems exist that are not correctable with eyeglasses; and receipt of therapy services.

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Follow-up on PART Findings and Recommendations

The NIEER study and other research indicate that services at the preschool level are effective in preparing children with disabilities to enter school ready to learn. However, there is no information to indicate that the Preschool Grants program is effective in providing these services or in producing positive outcomes for these children. The program was assessed using the Program Assessment Rating Tool (PART) in fiscal year 2002. The overall PART assessment rating for this program was "Results Not Demonstrated." The assessment determined that the purpose of the program is clear and unambiguous, it addresses a specific and existing need, and all funds are obligated in a timely manner and spent for the intended purpose. However, the Department had not established long-term performance measures and the annual measures did not relate to the key purpose of the program, which is to improve student outcomes. The assessment further found that the program only supplements existing funding provided under the Grants to States program; Preschool Grants has no separate programmatic requirements for preschool children with disabilities; and there are no independent evaluations of the program to indicate that it is effective and achieving results.

The Department has implemented a multifaceted approach to addressing the PART findings. This includes activities to promote the development of State systems for collecting outcomes data for young children receiving services under the IDEA that will allow the Department to obtain meaningful performance data on IDEA programs. The PART Improvement Plan requires the Department to establish long-term outcome-oriented objectives, and to develop a strategy to collect annual performance data in a timely manner.

Following is a description of steps taken to obtain outcome data for this program:

- *Grant Resources for States.* In September 2004, the Department made 21 General Supervision Enhancement Grants (GSEG) awards, including 18 that had a focus or partial focus on early childhood outcomes. The Department ran a new competition in fiscal year 2006 and made 9 new awards for GSEG with focuses in the early childhood area. The average duration of a GSEG grant is approximately 18 months.
- *Technical Assistance.* The Department conducted a series of conference calls in fiscal year 2006 on measuring outcomes in which a variety of State presenters, including GSEG project coordinators, shared information and experiences related to measuring Preschool Grants program outcomes and how to respond to the State Performance Plan and Annual Performance Report requirements. A specific technical assistance call on the expanded reporting categories took place in September 2006.

The Department is encouraging States using the same assessment tools to share resources and training approaches and to incorporate use of the outcome data for State and local purposes beyond the Federal reporting requirements. The Department sponsored two early childhood outcomes technical assistance meetings to provide opportunities for State sharing. At the Spring 2006 outcomes technical assistance meeting, States led many of the breakout sessions, shared their approaches, and facilitated discussion on how to address specific challenges to developing outcomes systems. The Department also has developed a "Frequently Asked Questions" document specifically related to early childhood outcomes. This document is updated on a regular

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basis to respond to issues that have emerged as States develop and implement their outcomes systems.

- *Measurement Issues.* The Department awarded a grant to create the National Early Childhood Outcomes Center (ECO) in September 2003. Since then, the ECO has evaluated current State practices, recommended methodology and measurement options, and developed resource documents. ECO also developed a tool for States to use in aggregating outcome data on children aged birth through 5 called the Child Outcomes Summary Form (COSF). This form is assisting States and local programs to aggregate data compiled from various tools and multiple data sources. The COSF provides a common “metric” to which data from different assessments can be converted. The Department will continue to compile information about what kind of assessment data States are collecting, problems States are encountering, and the most viable measurement options for States to pursue. ECO also is continuing to work intensively with a number of the States that received GSEG awards, is working with several GSEG States to develop models, is coordinating with a group of States interested in staff training issues regarding how to conduct reliable and valid assessments, and is providing a wide range of technical assistance to the other States. ECO posts key information as it becomes available (<http://www.the-eco-center.org>).
- *State Performance Plans.* In December 2005, States submitted State Plans for generating outcomes data. The majority of States are relying on multiple data sources to generate outcomes data, including formal assessments, parent reports, observation, and clinical opinion. For the formal assessments, three general approaches across the States have emerged. Local programs use: (a) an assessment tool selected by the State; (b) a tool from a list of State-approved assessment tools; or (c) whatever they have been using.
- *Annual Performance Reports.* The first APRs providing data according to the new requirements -- due in February 2007 -- will cover the July 1, 2005–June 30, 2006 time period and will report on the status of children at entry into the program. This is the first APR where all States are expected to respond directly to the child outcome question. States will be required to report the percentage of children who enter on level with same-aged peers and the percentage of children who enter at a level below same-aged peers for each of the three outcome areas. In February 2008, States will report outcome data on child progress. The five categories for reporting child progress in the three outcome areas are: (1) the percentage of children who do not improve functioning; (2) the percentage of children who improved functioning, but not sufficiently to move nearer to functioning comparable to same-aged peers; (3) the percentage of children who improved functioning to a level nearer to same-aged peers, but did not reach it; (4) the percentage of children who improved functioning to reach a level comparable to same-aged peers; and (5) the percentage of children who maintained functioning at a level comparable to same-aged peers. These data will provide the baseline for outcome data on child progress. The Department will analyze State responses to the APR that is due in February 2007 and share the results with the States and other stakeholders.

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(Individuals with Disabilities Education Act, Part C)

FY 2008 Authorization (\$000s): Indefinite

Budget Authority (\$000s):

	<u>2007</u>	<u>2008</u>	<u>Change</u>
	\$423,067	\$423,067	0

PROGRAM DESCRIPTION

The Grants for Infants and Families program (Part C) awards formula grants to the 50 States, District of Columbia, Puerto Rico, Secretary of the Interior, and Outlying Areas to assist them in implementing statewide systems of coordinated, comprehensive, multidisciplinary, interagency programs and making early intervention services available to children with disabilities, aged birth through 2, and their families. Under the program, States are responsible for ensuring that appropriate early intervention services are made available to all eligible birth-through-2-year-olds with disabilities and their families, including Indian children and families who reside on reservations geographically located in the State. Infants and toddlers with disabilities are defined as children who: (1) are experiencing developmental delays, as measured by appropriate diagnostic instruments and procedures, in one or more of the following five areas: cognitive development, physical development, communication development, social or emotional development, or adaptive development; or (2) have a diagnosed physical or mental condition that has a high probability of resulting in developmental delay. Within statutory limits, "developmental delay" has the meaning given the term by each State. In addition, States have the discretion to provide services to infants and toddlers who are at risk of having substantial developmental delays if they do not receive appropriate early intervention services.

The Individuals with Disabilities Education Act (IDEA) gives States the discretion to extend eligibility for Part C services to children with disabilities who are eligible for services under section 619 and who previously received services under Part C until such children enter or are eligible under State law to enter kindergarten or elementary school, as appropriate. The Act further stipulates that any Part C programs serving children aged 3 or older must provide an educational component that promotes school readiness and incorporates preliteracy, language, and numeracy skills and provide a written notification to parents of their rights regarding the continuation of services under Part C and eligibility for services under section 619.

The statute also includes authority for a State Incentive Grants program. The purpose of this program is to provide funding to assist States that have elected to extend eligibility for Part C services to children with disabilities aged 3 years until entrance into kindergarten or elementary school. The State Incentive Grants program would go into effect in any fiscal year in which the appropriation for Part C exceeds \$460 million.

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The statewide system also must comply with 17 statutory requirements, including having a lead agency designated with the responsibility for the coordination and administration of funds and a State Interagency Coordinating Council to advise and assist the lead agency. One of the purposes of the Part C program is to assist States to coordinate payment for early intervention services from Federal, State, local, and private sources, including public and private insurance coverage. These include Medicaid, the State Children's Health Insurance Program (SCHIP), Social Security Disability Insurance and Supplemental Security Income, and Early Head Start.

Funds allocated under this program can be used to: (1) maintain and implement the statewide system described above; (2) fund direct early intervention services for infants and toddlers with disabilities and their families that are not otherwise provided by other public or private sources; (3) expand and improve services that are otherwise available; (4) provide a free appropriate public education, in accordance with Part B of the IDEA, to children with disabilities from their third birthday to the beginning of the following school year; (5) continue to provide early intervention services to children with disabilities from their third birthday until such children enter or are eligible to enter kindergarten or elementary school, and (5) initiate, expand, or improve collaborative efforts related to identifying, evaluating, referring, and following up on at-risk infants and toddlers in States that do not provide direct services for these children.

The IDEA requires that early intervention services be provided, to the maximum extent appropriate, in natural environments. These services can be provided in another setting only when early intervention cannot be achieved satisfactorily for the infant or toddler in a natural environment. The natural environment includes the home and community settings where children would be participating if they did not have a disability. Each child's individualized family service plan (IFSP) must contain a statement of the natural environments in which early intervention services will be provided, including a justification of the extent, if any, to which the services will not be provided in a natural environment.

Allocations are based on the number of children in the general population aged birth through 2 years in each State. The Department of Education uses data provided by the United States Census Bureau in making this calculation. No State can receive less than 0.5 percent of the funds available to all States, or \$500,000, whichever is greater. The Outlying Areas may receive not more than 1 percent of the funds appropriated. The Secretary of the Interior (Interior) receives 1.25 percent of the aggregate of the amount available to all States. Interior must pass through all the funds it receives to Indian tribes, tribal organizations, or consortia for the coordination of early intervention services on reservations with Interior schools. Tribes and tribal organizations can use the funds they receive to provide (1) help to States in identifying Indian infants and toddlers with disabilities, (2) parent training, and (3) early intervention services.

This is a forward funded program. Funds become available for obligation from July 1 of the fiscal year in which they are appropriated and remain available through September 30 of the following year.

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Funding levels for the past 5 fiscal years were as follows:

(\$000s)

2003	\$434,159
2004.....	444,363
2005.....	440,808
2006.....	436,400
2007.....	423,067

FY 2008 BUDGET REQUEST

The Administration requests \$423.1 million for the Grants for Infants and Families program for fiscal year 2008, the same as the fiscal year 2007 Continuing Resolution level. The Administration believes that maintaining resources for this program will help to ensure that children with disabilities are prepared to enter school ready to learn, which is an important part of the Department's strategy for ensuring that no child is left behind. The Grants for Infants and Families program helps States to address the needs of infants and toddlers with disabilities and their families at the earliest point practicable. Research has shown that early intervention for children with disabilities can result in important long-term gains in the intellectual, social, and adaptive behavior of these children. An analysis of longitudinal studies of the effectiveness of early childhood programs indicates an overall benefit to cost ratio of 17.07:1.¹ "In the absence of formal intervention, there is a general decline in performance on developmental measures for children with a variety of cognitive disabilities, such as Down Syndrome, across the first five years of life."¹

NUMBERS SERVED

In fiscal year 1993, the States served 143,392 infants and toddlers with disabilities through the Grants for Infants and Families program. This number rose to 298,150 in fiscal year 2006 (December 1, 2005 count), an increase of 107.9 percent over the 13-year period and a 5.5 percent increase over the 282,733 children served under the Grants for Infants and Families program in fiscal year 2005. This is much higher than the 3.8 percent increase recorded for fiscal year 2005 over 2004 and 1.5 percent increase between fiscal year 2004 and 2003. The overall growth in the number of children served is even more significant because, between 1994 and 2005, the Nation's overall annual population of birth through 2-year-olds increased by only 4.5 percent. In fact, the number of children aged birth through 2 has declined in each of the past 3 years. This makes the gains in the percent of population served through this program more significant because the percentage of the general population aged birth through 2 served under the Part C program increased from 1.2 percent in fiscal year 1993 to 2.4 percent in 2005, a 100 percent increase.

Growth Rates in the Number of Children Served: The Department anticipates that the number of children served and the percent of total population served will continue to increase. Based on the census and historical patterns in the child count data, the Department predicts that the

¹ From *Neurons to Neighborhoods: The Science of Early Childhood Development*. Shonkoff and Phillips, National Academy Press, 2000.

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number of children to be served by Part C will increase by approximately 5 percent in fiscal years 2006, 2007, and 2008.

PROGRAM OUTPUT MEASURES (\$000s)

	<u>2006</u>	<u>2007</u> ¹	<u>2008</u> ¹
Range of awards to States:			
Minimum State award ²	\$2,139	\$2,139	\$2,139
Average State award ²	8,226	8,226	8,226
Maximum State award ²	54,072	54,072	54,072
Children served	298,150	313,100	328,700

¹ Estimates.

² The calculations for minimum, average, and maximum awards do not include the Outlying Areas or the Department of Interior.

PROGRAM PERFORMANCE INFORMATION

Performance Measures

This section presents selected program performance information, including GPRA goals, objectives, measures, and performance targets and data; and an assessment of the progress made toward achieving program results. Achievement of targets is based on the cumulative effect of the resources provided in previous years and those requested in FY 2008 and future years, and the resources and efforts invested by those served by this program.

Goal: To enhance the development of infants and toddlers (birth to three) with disabilities and support families in meeting the special needs of their child.

Objective: *The functional development of infants and toddlers will be enhanced by early intervention services.*

Measure: Functional abilities – The percentage of infants and toddlers with disabilities participating in the Part C program who demonstrate positive social-emotional skills (including social relationships); acquire and use knowledge and skills (including early language/communication); and demonstrate appropriate behaviors to meet their needs. (Desired direction: increase)

Assessment of progress: Targets and baseline data are not yet available for this measure. Under the section on “Follow-up on PART Findings and Recommendations,” we discuss the steps the Department is taking to address the PART findings and our strategy for promoting the development of State systems and collecting data on child outcomes for young children receiving services under the IDEA. Data for this measure will be obtained from the Annual

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Performance Reports submitted by the State lead agencies. All States are expected to report data on the status of children at entry into the program no later than February 2007. This data would cover the July 1, 2005–June 30, 2006 reporting period. In February 2008, States will begin reporting outcome data on child progress. These data will serve as a baseline for outcome data on child progress that can be used to set targets for the coming years. This measure has been identified as a long-term performance measure for this program.

Measure: Family capacity – The percentage of families participating in Part C who report that early intervention services have increased their capacity to enhance their child's development. (Desired direction: increase)

Assessment of progress: As part of the outcomes work being conducted in response to the PART findings, the National Center for Special Education Accountability Monitoring (NCSEAM) has developed measures of family capacity that can be evaluated on an ongoing basis. The Department anticipates that data collected from the Annual Performance Reports that will be submitted by the States in February 2007 will establish a baseline level for this measure. This measure has been identified as a long-term performance measure for this program.

Objective: *All infants and toddlers with disabilities and their families will receive early intervention services in natural environments that meet their individual needs.*

Measure: The number of States that serve at least 1 percent of infants in the general population under the age of 1 through Part C.		
Year	Target	Actual
2003		23
2004	37	23
2005	27	24
2006	27	25
2007	27	
2008	27	

Assessment of progress: While the number of States that serve at least 1 percent of infants in the general population under the age of one increased between 2005 and 2006, the program did not meet the target for 2005 and fewer than half of the States are meeting this criterion. The 1 percent threshold for this measure is based on the prevalence rate data for 5 conditions: 0.4 percent, severe mental retardation; 0.2 percent, hearing impairment; 0.1 percent, visual impairment; 0.2 percent, physical conditions (spina bifida, cerebral palsy, etc.); and 0.1 percent, autism. Data on numbers of infants and toddlers with disabilities being served under the Grants for Infants and Families program are reported annually by State lead agencies responsible for the implementation of these programs. The U.S. Census Bureau provides the population data used for this measure. The Department expects to receive data for fiscal year 2007 in October 2007.

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Measure: The number of States that serve at least 2 percent of infants and toddlers in the general population, birth through age 2.

Year	Target	Actual
2003	29	27
2004	30	28
2005	31	30
2006	31	30
2007	31	
2008	31	

Assessment of progress: Fiscal year targets established for this measure have not been met.

However, there is a strong positive trend in the total number of States that serve at least 2 percent of infants and toddlers in the general population, birth through age 2. Data on numbers of infants and toddlers with disabilities being served under the Grants for Infants and Families program are reported annually by State lead agencies responsible for the implementation of these programs. The U.S. Census Bureau provides the population data used for this measure. The Department expects to receive data for fiscal year 2007 in October 2007.

Measure: The percentage of children receiving age-appropriate early intervention services in the home or in programs designed for typically developing peers.

Year	Target	Actual
2003	78	83
2004	79	85
2005	83	87
2006	85	
2007	86	
2008	86	

Assessment of progress: The Department has met its targets for this measure every year since fiscal year 2000, and its performance continues to improve. The Department expects that fiscal year 2007 data will become available in October 2007. Data on settings in which children receive services are reported by State lead agencies on an annual basis, but have not been due to the Department until October of the fiscal year following the December 1 child count. New requirements direct States to ensure that the data collection date for settings match the child count date chosen by the State (October 1 or December 1) and the settings data be submitted with the child count data due on February 1st following the date of the data collection. As such, we expect to receive data related to this measure a year earlier in the future. To assist States to continue to improve their performance in this area, the Department provides technical assistance and disseminates information on effective home visiting and other practices related to providing services in natural settings.

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Efficiency Measures

The Department has developed one efficiency measure for this program. That measure is the average number of workdays between the completion of a site visit and the Department's response. The Department is in the process of establishing baseline data and targets for this program.

Other Performance Information

The National Early Intervention Longitudinal Study (NEILS) describes the experiences of infants and toddlers with disabilities and their families with regards to early intervention services and early elementary school. NEILS focuses on three different outcome areas for assessment: a) short-term results for children, b) long-term results for children, and c) results for families. (www.sri.com/neils)

The study has now concluded. Prior to the study, the general consensus in the field was that children were being identified too late. The study found that this was true regarding children aged 1 through 2. However, children who come in because of developmental delays, especially language delays, cannot be identified prior to 12 months. The children with developmental delays are the most difficult to identify. Of children leaving early intervention, 36 percent go on to other early childhood special education programs at 36 months, 16 percent leave before 36 months of age, and 20 percent leave at 36 months of age and do not go on to other early childhood special education programs.

NEILS tracked the early intervention cohort as far as kindergarten. The study found that 58 percent of the former early intervention participants had individualized education programs (IEPs) in kindergarten, 10 percent were identified as having a disability, but no IEP, and 32 percent were identified as not having a disability. This indicates that a substantial number of children served in early intervention are doing well by kindergarten and are no longer identified as having a delay or disability. The data show that, to varying extents, children across the categories of developmental delay, diagnosed condition, and at risk are identified as not having an IEP or disability at kindergarten. In addition, overall, 55 percent of the children that were served in early intervention were rated as average or above average in academic skills by their kindergarten teachers; 70 percent were rated as having as many or more friends than most children; and 60 percent were rated as being normal for their age in their ability to understand others. Many children continue to have issues that require support. However, these findings suggest that early intervention can prevent some developmental problems from occurring, provide remediation so that children are functioning at grade level, and provide compensatory skills and lessen the impact of disability on development.

The National Center for Education Statistics is sponsoring the Early Childhood Longitudinal Study - Birth Cohort (ECLS-B). This is a nationally representative, longitudinal study following an initial sample of 14,000 children born in 2001 through kindergarten entry. The data describe the early development, preparation for school, and key transitions experienced by these children during the early childhood years. The study assesses a broad range of developmental domains, including physical, cognitive, social, and emotional. Data for the ECLS-B cohort has been collected from birth certificates, at 9 months, 2 years, and 4 years of age. The children in this cohort will be 5 years of age in school year 2006-07, when the first kindergarten data collection will be performed.

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During this collection, the majority of the cohort will be age-eligible for kindergarten, although all sample children will be evaluated regardless of kindergarten enrollment status. Since about a quarter of the cohort will not be age-eligible for kindergarten until fall 2007, a second kindergarten data collection will be fielded in 2007 to measure the kindergarten experiences of these children.

Each data collection solicits detailed information about the children's health and development. The Office of Special Education Programs recognizes a number of the study questions produce data that have implications for children with disabilities, including the following:

- How are children's early health care and health status, including disabilities and injuries, related to their preparation for formal school?
- How do early childhood and family medical histories and health care practices differentially affect children's development and school readiness? What is the effect of health insurance coverage and access to health care on children's health and well-being?
- What groups of children have more developmental difficulties and how do family involvement in early intervention, early childhood education programs, and health promotion and prevention programs enhance the rates of growth and development of these vulnerable children?

Data are collected by directly observing and assessing children and interviewing parents, child care providers, and teachers regarding the cognitive, social, emotional and physical (gross and fine motor) development of the children across multiple settings (e.g., home, child care, school). Interview data are supplemented by videotapes and audiotapes of children's early learning and language production. The study provides data on outcomes experienced by children with disabilities participating in early care and education programs relative to outcomes experienced by nondisabled children. The Office of Special Education Programs collaborated with NCES on the design and implementation of the study as it pertains to children with disabilities.

(<http://nces.ed.gov/ecls/Birth.asp>)

The study includes an over-sample of low and very low birth-weight children. Approximately 6.2 percent of the children in the sample born in 2001 at the 9 months assessment were moderate low birth weight and 1.3 percent very low birth weight. The percentage of children born in 2001 in families that reported received early intervention services, by birth weight, was 5.3 percent for children with moderate low birth weight and 23.4 percent for children with very low birth weight. Over 25 percent of children born in 2001 in families reporting various child disabilities were of moderate or very low birth weight. The study also indicated a correlation between children in families below the poverty threshold and low birth weight, with 27.5 percent of the children with moderate low birth weight below the poverty threshold and 26.9 percent of children with very low birth weight in families below the poverty threshold.

The Department published a report on the ECLS-B data, "Age 2: Findings From the 2-Year-Old Follow-Up of the Early Childhood Longitudinal Study, Birth Cohort" on August 29, 2006. The report was based on an assessment of young children's mental and physical skills and relies on a direct measure of children, the Bayley Short Form-Research Edition (BSF-R), which was developed specifically for use in the ECLS-B. The BSF-R is a shortened version of the Bayley

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Scales of Infant Development-Second Edition (BSID-II) (Bayley 1993), a standardized assessment of children's mental and physical development from birth to 42 months of age. The report presents information on children's early mental and physical skills by their age (in months) at the time of assessment for children who were 22 to 25 months old (about 90 percent of the sampled children). Data is not available comparing the BSF-R proficiencies of all children in the study in 2001 with those identified with moderate low birth weight, very low birth weight, and receipt of early intervention services.

Early Childhood Proficiencies of Low Birth Weight and Other Children				
<u>BSF-R Proficiencies</u>	<u>Total, All Children</u>	<u>Moderate Low Birth Weight</u>	<u>Very Low Birth Weight</u>	<u>Receiving EI Services</u>
<u>Mental Scale:</u>				
Exploring objects	94.4	93.5	84.6	81.8
Exploring objects with purpose	41.9	35.1	27.9	32.6
Babbling	2.5	2.5	0.4	2.3
Early problem solving	0.1	0.0	0.0	0.1
Communicating with words	0.0	0.0	0.0	0.0
<u>Motor Scale:</u>				
Eye-hand coordination	30.3	20.0	10.0	13.5
Sitting	56.3	48.4	28.4	28.1
Pre-walking	20.0	13.4	5.3	4.9
Independent walking	4.4	3.0	0.9	1.9
Balance	0.0	0.0	0.0	0.0
Note: "EI" is an acronym for "Early Intervention"				

Between 1998 and 2004, the percentage of children born with low and very low birth weight in the United States rose from 7.6 percent to 8.1 percent. During the same period, the percentage of children born with low and very low birth weight that were children under 1 year of age enrolled in Part C rose from 0.8 percent to 1.0 percent.

Future analyses related to ECLS-B will delve into the children's growth and development, transitions to out-of-home programs and school, and school readiness.

Follow-up on PART Findings and Recommendations

The Grants for Infants and Families program underwent a PART analysis in 2002. At that time, the program was rated "Results Not Demonstrated." To a large extent, this was due to the lack of data on the child and family outcomes experienced by participants in Part C programs. Annual data show that this program has met its process goals, such as the number of children served, but there are no data on the key measure of program performance – the educational and developmental outcomes of infants and toddlers served through the program. The

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State grants: Grants for infants and families

Department has implemented a multifaceted approach to addressing the PART findings. This includes activities to promote the development of State systems for collecting outcomes data for young children receiving services under the IDEA that will allow the Department to obtain meaningful performance data on IDEA programs. The PART Improvement Plan requires the Department to establish long-term outcome-oriented objectives, and develop a strategy to collect annual performance data in a timely manner.

Following is a description of steps taken to obtain outcome data for this program:

- *Grant Resources for States.* In September 2004, the Department made 21 General Supervision Enhancement Grants (GSEG) awards, including 18 that had a focus or partial focus on early childhood outcomes. The Department ran a new competition in fiscal year 2006 and made 9 new awards for GSEG with focuses in the early childhood area. The average duration of a GSEG grant is approximately 18 months.
- *Technical Assistance.* The Department conducted a series of conference calls in fiscal year 2006 on measuring outcomes in which a variety of State presenters, including GSEG project coordinators, shared information and experiences related to measuring Grants for Infants and Families program and Preschool Grants program outcomes and how to respond to the State Performance Plan and Annual Performance Report requirements. A specific technical assistance call on the expanded reporting categories took place in September 2006. The Department is encouraging States using the same assessment tools to share resources and training approaches and to incorporate use of the outcome data for State and local purposes beyond the Federal reporting requirements. The Department sponsored two early childhood outcomes technical assistance meetings to provide opportunities for State sharing. At the Spring 2006 outcomes technical assistance meeting, States led many of the breakout sessions, shared their approaches, and facilitated discussion on how to address specific challenges to developing outcomes systems.
- *Measurement Issues.* The Department awarded a grant to create the National Early Childhood Outcomes Center (ECO) in September 2003. Since then, it has evaluated current State practices, recommended methodology and measurement options, and developed resource documents. ECO also developed a framework for analyzing current and future State-submitted outcome data on children aged birth through 5 called the Child Outcomes Summary Form (COSF). This form will assist the Department to aggregate data compiled by States using various tools and multiple data sources. The COSF provides a common "metric" to which data from different assessments can be converted. To date, at least 31 Part C agencies have committed to using the COSF. The Department will continue to compile information about what kind of assessment data States are collecting, problems States are encountering, and the most viable measurement options for States to pursue. ECO also will continue to work intensively with a number of the States that received GSEG awards, is working with several GSEG States to develop models, and is providing a wide range of technical assistance to the other States. ECO posts key information as it becomes available (<http://www.the-eco-center.org>).

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State grants: Grants for infants and families

- *State Performance Plans.* In December 2005, States submitted State Plans for generating outcomes data. For Part C, 7 States reported that they plan to sample for child outcomes data collection; 16 States plan to pilot and phase in their data collection to include all children; 8 States will align Part C outcomes work with Early Childhood Standards/Early Learning Guidelines; and 3 indicated they will collaborate in or align Part C outcomes efforts with broader early childhood accountability in the State. The majority of States (28) are relying on multiple data sources to generate outcomes data, including formal assessments, parent report, observation, and clinical opinion. For the formal assessments, three general approaches across the States have emerged. Local programs use: (a) an assessment tool selected by the State; (b) a list of State-approved assessment tools; or, (c) whatever they have been using. For the family outcomes measure, 54 of 56 States reported that they are using a family survey to gather data.
- *Annual Performance Reports.* The first APRs providing data according to the new requirements -- due in February 2007 -- will cover the July 1, 2005–June 30, 2006 time period and will report on the status of children at entry into the program. This is the first APR where all States are expected to respond directly to the child outcome question. States will be required to report the percentage of children who enter on level with same-aged peers and the percentage of children who enter at a level below same-aged peers. In February 2008, States will report outcome data on child progress. The five categories for reporting child progress are: (1) the percentage of children who do not improve functioning; (2) the percentage of children who improved functioning, but not sufficiently to move nearer to functioning comparable to same-aged peers; (3) the percentage of children who improved functioning to a level nearer to same-aged peers, but did not reach it; (4) the percentage of children who improved functioning to reach a level comparable to same-aged peers; and (5) the percentage of children who maintained functioning at a level comparable to same-aged peers. These data will provide the baseline for outcome data on child progress. The Department will analyze State responses to the APR that is due in February 2007 and share the results with the States and other stakeholders.

SPECIAL EDUCATION

National activities: State personnel development

(Individuals with Disabilities Education Act, Part D, Subpart 1)

FY 2008 Authorization (\$000s): Indefinite

Budget Authority (\$000s):

<u>2007</u>	<u>2008</u>	<u>Change</u>
\$50,653	0	-\$50,653

PROGRAM DESCRIPTION

The State Personnel Development (SPD) program, established by the Individuals with Disabilities Education Improvement Act (IDEA) Amendments of 2004, provides grants to assist State educational agencies (SEAs) in reforming and improving their systems for personnel preparation and professional development of individuals providing early intervention, educational, and transition services to improve results for children with disabilities.

As compared to its predecessor, the State Improvement Grants (SIG) program, the new program focuses more exclusively on professional development needs. At least 90 percent of the funds must be spent on professional development activities, including the recruitment and retention of highly qualified special education teachers. No more than 10 percent can be spent on State activities, such as reforming special education and regular education teacher certification (including recertification) or licensing requirements and carrying out programs that establish, expand, or improve alternative routes for State certification of special education teachers.

Awards are based on State personnel development plans that identify and address State and local needs for the preparation and professional development of personnel who serve infants, toddlers, preschoolers, or children with disabilities, as well as individuals who provide direct supplementary aids and services to children with disabilities. Plans must be designed to enable the State to meet the personnel requirements in Parts B and C (section 612(a)(14) and section 635(a)(8) and (9)) of IDEA. These plans must also be integrated and aligned, to the maximum extent possible, with State plans and activities under the Elementary and Secondary Education Act of 1965, the Rehabilitation Act of 1973, and the Higher Education Act of 1965.

Grants are made on a competitive basis for any fiscal year in which the amount appropriated is less than \$100 million. However, if the amount appropriated is \$100 million or greater, funds would be distributed as formula grants, with allotments based on the relative portion of the funds the State received under Part B. Competitive awards are made for periods of 1 to 5 years with minimum awards to States of not less than \$500,000 and not less than \$80,000 for Outlying Areas. The maximum award to States is \$4 million per fiscal year. The factors used to determine the ultimate amount of each competitive award are: the amount of funds available; the relative population of the State or Outlying Area; and the types of activities proposed, alignment of proposed activities with the State's personnel standards, alignment of proposed activities with the State's plan and application under sections 1111 and 2112 of the Elementary and Secondary Education Act, and the use, as appropriate, of scientifically based research.

SPECIAL EDUCATION

National activities: State personnel development

Funding levels for the past 5 fiscal years were:

(\$000s)

2003	51,364 ¹
2004	51,061 ¹
2005	50,653
2006	50,146
2007	50,653

¹ Funds were provided under the antecedent State Improvement grants program.

FY 2008 BUDGET REQUEST

No funds are requested for the State Personnel Development program in fiscal year 2008 because available unobligated balances from fiscal year 2007 are sufficient to cover 2008 awards. The fiscal year 2007 appropriation is expected to become available on July 1, 2007, and remain available for obligation through September 30, 2008. The fiscal year 2006 appropriation that remains available through September 30, 2007 will be used to support 23 continuation awards, including 6 made under the State Improvement Grants program, and 28 new State Personnel Development awards to be made in 2007. Fiscal year 2007 funds will be used to support a total of 51 awards, including 45 continuation awards and 6 new awards. Awards made under this program are for 5 years.

Personnel shortages and inadequately trained teachers in special education are among the most pressing and chronic problems facing the field. SPD projects assist in addressing critical State and local needs for personnel preparation and professional development identified in the State's Personnel Development Plan. Projects provide personnel with the knowledge and skills to meet the needs of, and improve the performance and achievement of infants, toddlers, preschoolers, and children with disabilities, and to meet the State's performance goals established in accordance with section 612(a)(15) of IDEA.

Activities funded through this program are intended to support a statewide strategy to prepare, recruit, and retain teachers who are highly qualified under IDEA and the Elementary and Secondary Education Act of 1965, as amended by the No Child Left Behind Act of 2001 (NCLB); and who are prepared to deliver scientific research-based or evidence-based instruction. States must develop SPD activities in a collaborative fashion and seek the input of teachers, principals, parents, administrators, paraprofessionals, and other school personnel. States receiving assistance under the SPD program must also develop a plan for coordinating professional development activities funded under the Improving Teacher Quality State Grants Program and professional development activities funded through other Federal, State, and local programs.

SPD funds assist States to improve the knowledge of special education and regular education teachers by providing training in effective interventions. Examples of such interventions include positive behavioral interventions and supports to improve student behavior in the classroom, scientifically based reading instruction, early and appropriate interventions to identify and help children with disabilities, effective instruction for children with low incidence disabilities, and

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National activities: State personnel development

successful transitioning to postsecondary opportunities. Funds also assist States in utilizing classroom-based techniques to assist children prior to referral for special education.

The SPD program also supports States in developing and implementing strategies to effectively promote the recruitment and retention of highly qualified special education teachers. These include strategies such as teacher mentoring from exemplary special education teachers, principals, or superintendents; induction and support for special education teachers during their first 3 years of employment as teachers; and providing incentives, including financial incentives, to retain special education teachers who have a record of success in helping students with disabilities.

To help ensure that the activities funded under this program support State efforts to improve teacher quality, consistent with the requirements of IDEA and ESEA, the Department plans to give priority to FY 2007 applicants that propose projects to prepare teachers, para-professionals, administrators, related services personnel, and principals to deliver scientifically based instruction or evidence-based instructional practices; and to recruit and retain highly qualified teachers who are prepared to deliver scientifically based instruction or evidence-based instruction in order to improve results for children with disabilities.

PROGRAM OUTPUT MEASURES (\$000s)

	<u>2006</u> ¹	<u>2007</u> ¹	<u>2008</u> ¹
Project funding:			
SPD awards			
New	\$8,186	\$28,631	\$5,592
Continuations	7,720	16,884	45,031
State Improvement Grant awards			
(continuations from expiring authority)	34,717	4,531	---
Peer review of new award applications	<u>30</u>	<u>100</u>	<u>30</u>
Total funding	50,653	50,146	50,653
Number of awards:			
New awards	9	28	6
Continuation awards	<u>40</u>	<u>23</u>	<u>45</u>
Total awards	49	51	51

¹ Information is presented by year of obligation.

PROGRAM PERFORMANCE INFORMATION

Performance Measures

This section presents selected program performance information, including GPRA goals, objectives, measures, and performance targets and data; and an assessment of the progress made toward achieving program results. Achievement of program results is based on the

SPECIAL EDUCATION

National activities: State personnel development

cumulative effect of the resources provided in previous years and future years, and the resources and efforts invested by those served by this program.

Goal: To assist State educational agencies in reforming and improving their systems for providing educational, early intervention, and transitional services, including their systems of professional development, technical assistance, and dissemination of knowledge about best practices, to improve results for children with disabilities.

Long-term measure:

The percentage of personnel completing training supported by SPD grants who are knowledgeable and skilled in scientifically or evidence-based practices for infants, toddlers, children and youths with disabilities.

Definitions of evidence-based practices by topic areas (assessment, literacy, behavior, instructional strategies, early intervention, and inclusive practices) are being developed. The data will be collected through a survey.

Annual Measures:

Baseline data, based on the performance of grantees in the 2005-2006 project year, was collected on one of the program's annual measures. The Department will establish a baseline and set future performance targets for the remaining measures by August 2007. Performance reports submitted annually by SPD grantees will serve as the data source for the proposed annual indicators. Expert panels will review this information on an annual basis. The criteria to be used by the expert panels in assessing performance are being developed with the assistance of a contractor.

Objective: *Provide personnel with the knowledge and skills to meet the needs of, and improve the performance and achievement of, infants, toddlers, preschoolers, and children with disabilities*

Measures:

- The percentage of personnel receiving professional development through the SPD program on scientific- or evidence-based instructional practices.
- The percentage of SPD projects that have implemented personnel development/training activities that are aligned with improvement strategies identified in their State Performance Plan (FY 2006 baseline 37.5 percent).

Objective: *Improve the quality of professional development available to meet the needs of personnel serving children with disabilities.*

Measures:

- The percentage of professional development/training activities provided through the SPD program that are based on scientific-or evidence-based instructional/behavioral practices.

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National activities: State personnel development

- The percentage of professional development activities provided through the SPD program focusing on scientific- or evidence-based instructional/behavioral practices that are sustained through on-going and comprehensive practices (e.g., mentoring, coaching, structured guidance, modeling, continuous inquiry, etc.).

Objective: *Implement strategies that are effective in meeting the requirements described in section 612(a)(14) of IDEA to take measurable steps to recruit, hire, train and retain highly qualified personnel in areas of greatest need to provide special education and related services.*

Measure:

- The percentage In States with SPD projects that have special education teacher retention as a goal, the statewide percentage of highly qualified special education teachers in State identified professional disciplines (e.g., teachers of children with emotional disturbance, deafness, etc.) who remain teaching after the first 3 years of employment.

SPECIAL EDUCATION

National activities: Technical assistance and dissemination

(Individuals with Disabilities Education Act, Part D, Subpart 2, Section 663)

FY 2008 Authorization (\$000s): Indefinite

Budget Authority (\$000s):

	<u>2007</u>	<u>2008</u>	<u>Change</u>
	\$48,902	\$48,902	0

PROGRAM DESCRIPTION

The Technical Assistance and Dissemination program is the primary vehicle under the Individuals with Disabilities Education Act (IDEA) for putting information into the hands of individuals and organizations serving children with disabilities and their families. The program makes awards to provide technical assistance, support model demonstration projects, disseminate useful information, and implement activities that are supported by scientifically based research. These awards are intended to improve services provided under the IDEA, including the practices of professionals and others involved in providing services that promote academic achievement and improve results for children with disabilities.

Technical Assistance and Dissemination activities are coordinated to address the needs of a variety of audiences. While these audiences vary, in general, they include teachers, related services personnel, early intervention personnel, administrators, parents, and individuals with disabilities.

In addition to facilitating the adoption of model practices, technical assistance and dissemination activities promote the application of knowledge to improve practice by determining areas where technical assistance and information are needed, preparing or ensuring that materials are prepared in formats that are appropriate for a wide variety of audiences, making technical assistance and information accessible to consumers, and promoting communication links among consumers.

Technical Assistance and Dissemination activities are based on the best information available. One source of the scientifically based research findings that are used in technical assistance and dissemination activities is the What Works Clearinghouse in the Institute of Education Sciences. The awards are made typically at the end of the fiscal year of appropriation, with budget periods beginning at the start of the subsequent fiscal year. The duration of awards varies with the award's purpose. Most awards are made for periods of 5 years.

SPECIAL EDUCATION

National activities: Technical assistance and dissemination

Funding levels for the past 5 fiscal years were:

	(\$000s)
2003.....	\$53,133
2004.....	52,819
2005.....	52,396
2006.....	48,903
2007.....	48,902

FY 2008 BUDGET REQUEST

For fiscal year 2008, the Administration is requesting \$48.9 million for the Technical Assistance and Dissemination program, the same as the Continuing Resolution (CR) rate for 2007. The request includes about \$21.1 million for new technical assistance, dissemination, and model projects, and \$27.6 million for continuation projects.

Most funds available for new awards would be used to continue ongoing technical assistance initiatives in areas where projects are ending in 2007. Areas where continuation funding would end in 2007 include support for 50 Deaf-Blind Centers, which provide technical assistance and disseminate information regarding children who are both deaf and blind, and technical assistance on such topics as dispute resolution, dropout prevention, promoting partnerships, and positive behavior supports. Additional centers to develop, implement, and evaluate model interventions for children with disabilities are also under consideration for funding.

Continuation funding would be provided for a variety of projects including those that focus on particular topics, age ranges of children, disabilities, and target audiences. These include, for example:

Projects focusing on particular topical areas:

- Partial support for three Office of Elementary and Secondary Education (OESE) technical assistance centers focusing on instruction, teacher quality, and high schools – These centers are part of an OESE system of 21 regional and content technical assistance centers, which received initial funding in 2005.
- National Center on Educational Outcomes – This center is providing technical assistance on increasing the participation of children with disabilities in assessment and accountability systems. (University of Minnesota) (<http://education.umn.edu/nceo/overview/overview.html>)

Projects focusing on children with disabilities by age or grade:

- Secondary Transition Technical Assistance Center – This Center disseminates information and provides technical assistance to improve transition planning, services, and outcomes for youth with disabilities. (University of North Carolina) (<http://www.nsttac.org/>)
- Early Childhood Technical Assistance Center – This Center provides technical assistance and information to assist States and local jurisdictions in providing quality early intervention

SPECIAL EDUCATION

National activities: Technical assistance and dissemination

and special education services to children with disabilities, birth through 5, and their families. (University of North Carolina, Chapel Hill) (<http://www.nectac.org/>)

Projects focusing on children with particular disabilities:

- Technical Assistance to State Deaf-Blindness Projects – The Department supports one award to provide technical assistance and disseminate information to State and multi-State Deaf-Blind Centers. (Teaching Research Institute at Western Oregon University) (<http://www.tr.wou.edu/ntac/>)

Projects focusing on particular audiences:

- Regional Resource Centers – These six centers work with States to address their technical assistance needs in different regions of the country.
- State and Federal Policy Forum for Program Improvement – This cooperative agreement facilitates communication between the Office of Special Education Programs and State and local administrators, and synthesizes national program information to improve the administration of special education programs. (National Association of State Directors of Special Education) (<http://www.nasdse.org/forum.htm>)

PROGRAM OUTPUT MEASURES (\$000s)

	<u>2006</u>	<u>2007</u>	<u>2008</u>
<u>Program funding:</u>			
Specialized technical assistance and dissemination:			
New	0	\$300	\$8,220
Continuations	<u>\$13,178</u>	<u>7,350</u>	<u>1,750</u>
Subtotal	13,178	7,650	9,970
Model Demonstration Centers:			
New	1,200	1,200	1,200
Continuations	<u>1,581</u>	<u>2,895</u>	<u>2,955</u>
Subtotal	2,781	4,095	4,155
Regional/Federal Resource Centers:			
New	0	0	800
Continuations	<u>4,905</u>	<u>8,599</u>	<u>7,798</u>
Subtotal	4,905	8,599	8,598
Early childhood technical assistance:			
New	3,800	3,530	700
Continuations	<u>261</u>	<u>6,242</u>	<u>6,010</u>
Subtotal	4,061	9,772	6,710

SPECIAL EDUCATION

National activities: Technical assistance and dissemination

PROGRAM OUTPUT MEASURES (\$000s) (continued)

	<u>2006</u>	<u>2007</u>	<u>2008</u>
Secondary, transition and postsecondary technical assistance:			
New	\$1,300	0	\$700
Continuations	<u>3,200</u>	<u>\$3,099</u>	<u>3,099</u>
Subtotal	4,500	3,099	3,799
Technical assistance for children who are both deaf and blind:			
New	1,850	0	9,500
Continuations	<u>9,500</u>	<u>11,350</u>	<u>1,850</u>
Subtotal	11,350	11,350	11,350
Transfers to Elementary and Secondary Education:			
Continuations	3,000	3,000	3,000
General supervision enhancement grants:			
New	3,432	0	0
Federal technical assistance, technical assistance in data analysis, State and Federal information exchange, other:			
New	0	300	0
Continuations	<u>1,550</u>	<u>837</u>	<u>1,120</u>
Subtotal	1,550	1,137	1,120
Peer review of new award applications	146	200	200
Total:			
New	11,582	5,330	21,120
Continuations	37,175	43,372	27,582
Peer review of new award applications	<u>146</u>	<u>200</u>	<u>200</u>
Total	48,903	48,902	48,902

PROGRAM PERFORMANCE INFORMATION

Performance Measures

This section presents selected program performance information, including measures and performance targets and data, and an assessment of the progress made toward achieving program results. Achievement of program results is based on the cumulative effect of the resources provided in previous years and those requested in FY 2008 and future years, and the resources and efforts invested by those served by this program.

SPECIAL EDUCATION

National activities: Technical assistance and dissemination

Six performance measures have been developed for the Technical Assistance and Dissemination program. Three of these measures are annual measures, two are long-term, and the last is a measure of efficiency.

The three annual measures deal with the quality, relevance, and usefulness of products and services provided by the programs. These measures were developed as part of a cross-departmental effort to make measures relating to technical assistance and dissemination activities more consistent Departmentwide. However, the measures have been adapted to reflect the unique purposes of the Technical Assistance and Dissemination program. Baseline data for 2005 for each of these measures became available in November 2006. The measures are:

- The percentage of Technical Assistance and Dissemination products and services deemed to be of high quality by an independent review panel of qualified experts or individuals with appropriate expertise to review the substantive content of the products and services. (Baseline 2005, 56 percent. Target 2007, 61 percent. Target 2008, 63 percent.)
- The percentage of Technical Assistance and Dissemination products and services deemed to be of high relevance to educational and early intervention policy or practice by an independent review panel of qualified members of the target audiences of the technical assistance and dissemination. (Baseline 2005, 63 percent. Target 2007, 68 percent. Target 2008, 70 percent.)
- The percentage of all Technical Assistance and Dissemination products and services deemed by experts to be useful by target audiences to improve educational or early intervention policy or practice. (Baseline 2005, 43 percent. Target 2007, 48 percent. Target 2008, 50 percent.)

Two long-term measures have been developed for the program for which data will be collected every 2 years. They are:

- The percentage of school districts and service agencies receiving Technical Assistance and Dissemination services regarding scientifically- or evidence-based practices for infants, toddlers, children, and youth with disabilities that implement those practices. (Baseline data for 2007 available in October 2008.)
- Of the Technical Assistance and Dissemination projects responsible for developing models, the percentage of projects that identify, implement and evaluate effective models. (Baseline data for 2006 available in October 2007.)

Efficiency Measures

The Department has developed a common efficiency measure for technical assistance and dissemination programs, including the Special Education Technical Assistance and Dissemination program. It is “the cost per unit of technical assistance, by category, weighted by the expert panel quality rating.” The Department is working to determine what units of technical

SPECIAL EDUCATION

National activities: Technical assistance and dissemination

assistance and categories are appropriate for the Technical Assistance and Dissemination program, and how these factors should be weighted. Baseline data should be available in October 2007.

Follow-up on PART Findings and Recommendations

A PART analysis of the Technical Assistance and Dissemination program was conducted in 2004. At that time, the program was rated "Results Not Demonstrated." The assessment found that providers of IDEA services have a need for high quality assistance to address issues that cut across a wide range of disability types, severity, services, and age ranges. The assessment also found that the Office of Special Education Programs, which administers the Technical Assistance and Dissemination program, had addressed some strategic planning deficiencies, but had not built on this work to develop meaningful long-term goals or measures to determine if the program is achieving its objectives.

The Office of Special Education Programs has now developed three annual measures and an efficiency measure for this program as part of a Departmentwide effort to develop common measures for technical assistance programs. It has also developed two meaningful, specific, and ambitious long-term performance goals and indicators for the program. The Department has collected baseline data for three annual measures for 2005 and has established targets. Baseline data for the remaining measures will become available in October 2007 and October 2008.

The Office of Special Education is also working with the Institute of Education Sciences to develop a plan for evaluating this and other programs under the Individuals with Disabilities Education Act.

SPECIAL EDUCATION

National activities: Personnel preparation

(Individuals with Disabilities Education Act, Part D, Subpart 2, Sections 661 through 662)

FY 2008 Authorization (\$000s): Indefinite

Budget Authority (\$000s):

	<u>2007</u>	<u>2008</u>	<u>Change</u>
	\$89,719	\$89,719	0

PROGRAM DESCRIPTION

The Personnel Preparation program assists States in meeting their responsibilities for training, hiring, and certifying personnel to serve children with disabilities. The program supports competitive awards to:

- Help address State-identified needs for personnel in special education, related services, early intervention, and regular education to work with children with disabilities,
- Ensure that those personnel are highly qualified, and have the skills and knowledge that are needed to serve children with disabilities, and that such skills and knowledge are derived from practices determined to be successful through research and experience, and
- Ensure that regular education teachers have the necessary knowledge and skills to provide instruction to students with disabilities in the regular education classroom.

Under the program authority, as revised by the Individuals with Disabilities Education Improvement Act of 2004, the Secretary is required to support at least one activity in the broadly defined area of personnel development, along with providing enhanced support for beginning special educators. The Secretary is also required to support training for leadership personnel and personnel who work with children with low incidence disabilities.

Personnel Development. This broad authority requires the Secretary to support at least one of the following activities: (a) promoting partnerships and collaborative personnel preparation and training between institutions of higher education (IHEs) and local educational agencies (LEAs), (b) developing, evaluating, and disseminating innovative models for the recruitment, induction, retention, and assessment of highly qualified teachers, (c) providing continuous training and professional development to support special education and general education teachers and related services personnel, (d) developing and improving programs for paraprofessionals to become special educators, (e) promoting instructional leadership and improved collaboration between general and special education, (f) supporting IHEs with minority enrollment of not less than 25 percent, and (g) developing and improving programs to train special educators to develop expertise in autism spectrum disorders.

SPECIAL EDUCATION

National activities: Personnel preparation

The revised law also requires the Secretary to provide enhanced support for beginning special educators. Specifically, the Secretary is required to make at least one award to: (a) enhance and restructure existing teacher education programs or develop teacher education programs that prepare special education teachers by incorporating an extended (e.g., an additional 5th-year) clinical learning opportunity, field experience, or supervised practicum, or (b) create and support teacher-faculty partnerships between LEAs and IHEs (e.g., professional development schools) that provide high-quality mentoring and induction opportunities with ongoing support for beginning special educators or in-service support and professional development opportunities.

Personnel to Serve Children With Low Incidence Disabilities. Awards to support personnel to serve children with low incidence disabilities are designed to help ensure the availability of quality personnel in this area by providing financial aid as an incentive to the pursuit of careers in special education, related services, and early intervention. Under this authority, the term “low incidence disabilities” primarily refers to visual or hearing impairments, and significant cognitive impairments. In carrying out this authority, the Secretary is required to support activities that benefit children with low incidence disabilities, such as: training personnel; providing personnel from various disciplines with interdisciplinary training that will contribute to improvements in early intervention, and educational outcomes for children with low incidence disabilities; and preparing personnel in the innovative uses of technology to enhance educational outcomes for children with low incidence disabilities, and to improve communication with parents.

Leadership Personnel. In carrying out this section, the Secretary is required to support leadership preparation activities. Activities authorized under this section focus on improving results for students with disabilities by ensuring that leadership personnel in both regular and special education have the skills and training to help students with disabilities achieve to high standards. Under this authority, leadership personnel may include a variety of different personnel, such as teacher preparation and related service faculty, administrators, researchers, supervisors, and principals. Authorized activities include training personnel at the graduate, postgraduate, and doctoral levels, and providing interdisciplinary training for various types of leadership personnel.

All Personnel Preparation competitions emphasize the importance of incorporating best practices, as determined through research, rigorous ongoing evaluations, and experience. These include practices related to training teachers and other personnel and providing special education, related services, and early intervention services.

While students are not eligible for awards under the Personnel Preparation program, grantees may provide scholarship support. In recent years, approximately half of the program’s funds have been used for this purpose. Students receiving scholarships must work in the areas for which they receive training or repay part or all of the scholarship funds they receive. A large majority of the grants awarded through this program (approximately 96 percent) go to IHEs. Awards are made throughout the fiscal year. Duration of awards varies from 3 to 5 years, depending on the type of project.

Additional support for personnel preparation activities is provided through the new State Personnel Development Grants (formerly State Improvement Grants) program, under which the Secretary makes competitive awards to help SEAs reform and improve their systems for personnel preparation and professional development.

SPECIAL EDUCATION

National activities: Personnel preparation

Funding levels for the past 5 fiscal years were:

	(\$000s)
2003.....	\$91,899
2004.....	91,357
2005.....	90,626
2006.....	89,720
2007.....	89,719

FY 2008 BUDGET REQUEST

For fiscal year 2008, the Administration requests \$89.7 million for the Personnel Preparation program, the same level as the 2007 Continuing Resolution (CR) rate. Of this amount, at least \$18.1 million will be used for new projects and \$71.6 million for the continuation of grants made in prior years.

Improving teacher quality is central to the Administration's goal to improve educational outcomes for all children. The Personnel Preparation program plays a crucial role in improving the quality of preparation for special educators, helping to ensure that all special educators are highly qualified, and providing additional support for training, particularly in areas where the small number of personnel needed does not typically justify local or State support.

Available data relating to the current shortage crisis in special education, like those contained in State-reported data reports (e.g., data illustrating the percentage of special education teachers fully certified in States and Outlying Areas), strongly support the need for continued Federal investment in this area. Persistent shortages of qualified personnel have been identified since the enactment of the Individuals with Disabilities Education Act (IDEA). While significant shortages exist in regular education, the problem is more severe in special education. According to the Study of Personnel Needs in Special Education (SPeNSE), special education teachers have the highest turnover rate in the teaching profession (see <http://www.spense.org>). Six percent of special education teachers expressed the intent to leave the field as soon as possible, double the percent of regular education teachers. Special education teachers planning to leave the field as soon as possible reported that their workload was not at all manageable and that paperwork interfered with teaching. On the other hand, teachers who rated the overall quality of their pre-service preparation highly felt more positive about the manageability of their workload.

Beyond the challenges associated with hiring and retaining special educators, an ongoing challenge for States under the revised IDEA has been to ensure that all special educators are highly qualified. Starting in the 2005–2006 academic year, all veteran special education teachers were required to be highly qualified.²

² New special education teachers must be highly qualified when they are hired, except that teachers who will be teaching multiple subjects to students with disabilities have 2 additional years from the date they are hired if they have already demonstrated subject-matter competence in mathematics, language arts, or science.

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Under the reauthorized IDEA, “highly qualified” means that a teacher:

- Has obtained full State certification as a teacher or passed the State teacher licensing examination and holds a license to teach in the State, and does not have certification or licensure requirements waived on an emergency, temporary, or provisional basis,
- Holds a minimum of a bachelor’s degree,
- Has demonstrated subject matter competency in each of the academic subjects in which the teacher teaches, in a manner determined by the State and in compliance with Section 9101(23) of the Elementary and Secondary Education Act (ESEA), and
- Is fully certified as a special education teacher, or has passed a teacher licensing exam and holds a license as a special education teacher.

IDEA further provides that teachers who teach exclusively to alternate achievement standards may demonstrate subject matter competency at the level of instruction being provided. At a minimum, however, such teachers must demonstrate subject matter competency at the elementary school level.

As States work to develop new teacher training and certification protocols that are consistent with these requirements, program funds are being used to provide critical support for promising practices. For example, in fiscal year 2006, the Department: 1) established the National Center to Enhance the Professional Development of School Personnel Who Share Responsibility for Improving Results for Children with Disabilities to address the critical need for highly qualified teachers and school personnel, and 2) required that all applicants under the Personnel Preparation combined priority (through which most of the program’s scholarships are funded under grants to IHEs) demonstrate that all scholars will be highly qualified upon completion of the proposed training program. Also, in fiscal year 2007, the Department plans to allocate program funds for a Special Education Pre-Service Training Improvement Grants competition, which will provide approximately 30 grants to IHEs for the purpose of restructuring or redesigning preparation programs for special educators who teach grades K through 12, to ensure that graduates meet the highly qualified teacher requirements upon program completion.

In addition to the support for special education personnel development provided under this program, the teacher loan forgiveness provisions of the Taxpayer-Teacher Protection Act of 2004 have now been made permanent. These provisions increase forgiveness benefits from \$5,000 to \$17,500 for certain mathematics, science, and special education teachers at qualified low-income schools who meet the definition of “highly qualified” included in the No Child Left Behind Act of 2001.

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PROGRAM OUTPUT MEASURES (\$000s)

	<u>2006</u>	<u>2007</u>	<u>2008</u>
<u>Expired Program funding:</u>			
Low incidence continuations:	\$20,975	\$12,181	\$5,812
High incidence continuations:	5,990	2,985	---
Leadership continuations:	8,271	3,234	---
National significance continuations	<u>11,519</u>	<u>3,525</u>	<u>1,309</u>
Expired program totals:	46,755	21,925	7,121
<u>New Program funding:</u>			
Low incidence:			
New	2,530	3,918	3,800
Continuations	<u>4,176</u>	<u>6,780</u>	<u>10,699</u>
Subtotal	6,706	10,698	14,499
Leadership:			
New	4,859	4,350	3,550
Continuations	<u>3,718</u>	<u>8,551</u>	<u>13,427</u>
Subtotal	8,577	12,901	16,977
Minority Institutions: ¹			
New	3,748	3,318	2,300
Continuations	<u>2,995</u>	<u>5,146</u>	<u>8,465</u>
Subtotal	6,743	8,464	10,765
Training Improvement Grants			
New	0	4,238	2,872
Continuations	<u>0</u>	<u>0</u>	<u>2,500</u>
Subtotal	0	4,238	5,372
Other personnel development: ²			
New	7,694	6,437	3,600
Continuations	<u>7,711</u>	<u>14,592</u>	<u>21,029</u>
Subtotal	15,405	21,029	24,629
National Activities: ³			
New	4,534	4,705	1,329
Continuations	<u>500</u>	<u>5,059</u>	<u>8,327</u>
Subtotal	5,034	9,764	9,656
Peer review of new award applications	500	700	700

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National activities: Personnel preparation

PROGRAM OUTPUT MEASURES (\$000s) (continued)

New program totals:

New	\$23,365	\$26,966	\$17,451
Continuations	19,100	40,128	64,447
Peer review of new award applications	<u>500</u>	<u>700</u>	<u>700</u>
Total	42,965	67,794	82,598
Program total	89,720	89,719	89,719

¹ This category includes awards to institutions with minority enrollments of not less than 25 percent. Under the reauthorized IDEA, Part D, Sec. 681(c)(2), the Secretary is required to reserve not less than 2 percent of the total amount of funds appropriated under Part D, subparts 2 and 3 for outreach and technical assistance activities for historically Black colleges and universities and IHEs with minority enrollments of not less than 25 percent, which translates into \$4.096 million in fiscal year 2006, and \$4.258 in fiscal years 2007 and 2008.

² This category includes a wide range of training and development activities currently supported through the program, such as awards to train: personnel to serve infants, toddlers and pre-school age children with disabilities; personnel to provide related services, speech/language services, and adapted physical education to children with disabilities; and personnel to serve school-age children with high incidence disabilities.

³ This category includes investments in national centers in a variety of different critical need areas, including the National Center to Enhance the Professional Development of School Personnel Who Share Responsibility for Improving Results for Children with Disabilities, the Professional Development Center for Children with Autism Spectrum Disorders, the Center in High Quality Personnel in Inclusive Preschool Settings, the Principal Leadership Professional Development Center to Support School Improvement to Ensure Access to, and Participation and Progress in the General Education Curriculum in the Least Restrictive Environment, the National Center to Enhance the Training of Personnel Who Share Responsibility for Young Children with Disabilities, and the National Center to Inform Policy and Practice in Special Education Professional Development.

PROGRAM PERFORMANCE INFORMATION

The Department is working to develop reliable and systematic methods for assessing program performance for Personnel Preparation activities. While State-reported data and recent reports, like SPeNSE, provide critical insights into the overall conditions in the market for special educators, such data do not shed much light on program effectiveness. Unfortunately, relatively little is known about the overall effectiveness of the Personnel Preparation program. No formal evaluations of the Personnel Preparation program have been conducted since 1990.

Performance Measures

This section presents selected program performance information, including GPRA goals, and objectives, measures, performance targets and data, and an assessment of the progress made toward achieving program results. Achievement of program results is based on the cumulative effect of the resources provided in previous years and those requested in FY 2008 and future years, and the resources and efforts invested by those served by this program.

The program has two long-term measures that are designed to provide information on various aspects of the quality of training programs supported with programs funds, and the classroom

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teaching skills of scholars supported using program funds. These measures are: the percentage of scholars completing IDEA-funded training programs that are knowledgeable and skilled in scientifically or evidence-based practices for children with disabilities; and the percentage of low incidence positions that are filled by personnel who are fully qualified under IDEA. No data are yet available for these indicators. The Department expects initial data to be available in October 2008.

The program also has four annual performance measures for which there are currently no data available, and one measure for which data are available. All five of these measures are designed to provide information on various aspects of program quality. The four measures for which there are currently no data are: 1) the percentage of projects that incorporate scientifically or evidence-based practices, 2) the percentage program scholars who exit training programs prior to completion due to poor academic performance, 3) the percentage of degree/certification recipients who are working in the area(s) for which they are trained upon program completion and who are fully qualified under IDEA, and 4) the percentage of degree/certification recipients who maintain employment in the area(s) for which they are trained for 3 or more years and who are fully qualified under IDEA.

Program performance data for measure one will be collected and analyzed periodically by an independent contractor, using an expert panel of reviewers who will assess grant implementation by comparing practices included in program implementation against a listing of scientifically or evidence-based practices in key target areas. Likewise, performance data for measure four will be collected and analyzed periodically by an independent contractor, by following up with a representative sample of program completers who are 3 or more years beyond program completion. The Department expects initial data to be available for these measures by fall 2007.

Program performance data for measures two and three will be collected annually through the Personnel Preparation Grants Student Data Report (PPD) web-site (<http://www.osepppd.org>). Initial performance data for these indicators became available in October 2006.

The single annual measure for which data are available is:

Measure: Percentage of degree/certification recipients who are working in the area(s) for which they are trained upon program completion		
Year	Target	Actual
2003		58
2004		63
2005		63
2006	66	
2007	69	
2008	72	

Assessment of progress: Grantees submit data annually through the PPD web-based data collection. Grantee reported data suggest that, over time, the program has made small improvements in targeting scholarship funds to those scholars most likely to find employment in the area for which they were trained upon program completion.

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Efficiency Measures

One efficiency measure has been adopted for the Personnel Preparation program. This measure reflects the percentage of funds expended on students who drop out of programs because of: 1) poor academic performance, and 2) scholarship support being terminated when the Federal grant to their institutions ends. This measure is derived by dividing the number of students who drop out by the total number of student scholars. Ideally, this ratio would be calculated for each grantee and multiplied by the amount of each award to determine the amount of funds associated with preventable dropouts for each institution funded under the program. The goal would be to reduce the amount of funds expended on: 1) academic dropouts by encouraging institutions receiving Federal grants to allocate student stipends more effectively (e.g., by making stipends only to those students most likely to perform reasonably well), and 2) scholars in programs where the institution fails to ensure that adequate funds exist to carry all scholars receiving support through to completion of training, even if the Federal grant to the institution ends. While a small percentage of students in every program will predictably drop out each year for a variety of non-academic reasons (e.g. job, family, or financial reasons), the Department believes it can further reduce the number of academic drop outs by working with grantees to target scholarship funds more effectively. Likewise, all institutions receiving grants are now required to ensure that adequate funds exist to support scholars through to the completion of training, even when the Federal grant to the institution ends prior to the completion of training for grant-supported scholars.

Historical data suggest that in 2003 approximately 400 out of 7,479 scholars (or 5.3 percent) dropped out of grant-supported training programs due to poor academic performance and because scholarship support was terminated when the grant to their institution ended. We estimate that approximately \$4.015 million of the \$74.8 million provided to institutions in 2003 (including scholarship and related administrative costs) were expended on support for scholars who ended up dropping out of training programs for preventable reasons.

Follow-up on PART Findings and Recommendations

In 2003, under the Program Assessment Rating Tool (PART), the Personnel Preparation program received a rating of "Results Not Demonstrated." The assessment highlighted numerous areas in which improvements would enable the program to operate more effectively. Areas of primary concern included the following: the program does not have quantifiable long-term performance goals that focus on either quantitative or qualitative aspects of the program's purpose; the program does not have a limited number of annual performance measures that can demonstrate progress toward achieving the program's long-term goals; the program does not have a limited number of program efficiency measures; the program does not regularly collect timely and credible performance information, including information from key program partners, and use it to manage the program and improve performance; and no independent evaluations of the program have been conducted.

Consistent with these findings, PART recommendations for this program include: finalizing a data collection strategy to ensure that reliable and accurate data are collected for the program's new annual and long-term performance measures; developing a new program evaluation strategy, along with a schedule for independent program evaluation(s) that will yield reliable

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information on how effectively the program achieves its key outcomes; and developing performance measures and goals (including an efficiency measure) that appropriately reflect the impact of Federal investments in increasing the supply and/or quality of personnel.

Pursuant to these recommendations, the Department has completed a number of actions to improve program performance, including: developing new annual and long-term program measures that focus on outcomes and meaningfully reflect the purpose of the program, developing one program efficiency measure, and implementing a data collection strategy. The Department has also started utilizing data from the PPD data collection for program management purposes. Beyond these actions, the Department is planning a 4-year independent evaluation of the Personnel Preparation program, scheduled to begin in fiscal year 2007. In fiscal year 2006, the Institute of Education Sciences dedicated approximately \$300,000 from the Studies and Evaluation program to design the evaluation.

SPECIAL EDUCATION

National activities: Parent information centers

(Individuals with Disabilities Education Act, Part D, Subpart 3, Sections 671-673)

FY 2008 Authorization (\$000s): Indefinite

Budget Authority (\$000s):

	<u>2007</u>	<u>2008</u>	<u>Change</u>
	\$25,704	\$25,704	0

PROGRAM DESCRIPTION

The Parent Information Centers program is one of the primary vehicles under the Individuals with Disabilities Education Act (IDEA) for providing information and training to parents of children with disabilities. The program supports awards to ensure that:

- Children with disabilities and their parents receive training and information designed to assist the children in meeting developmental and functional goals and challenging academic achievement goals, and in being prepared to lead productive independent adult lives;
- Children with disabilities and their parents receive training and information on their rights, responsibilities, and protections under the IDEA, in order to develop the skills necessary to cooperatively and effectively participate in planning and decision making relating to early intervention, educational, and transitional services; and
- Parents receive coordinated and accessible technical assistance and information to assist them in improving early intervention, educational, and transitional services and results for their children and families.

The IDEA authorizes three types of projects -- parent training and information centers, community parent resource centers, and technical assistance for parent centers.

Parent training and information centers must serve parents of children with all types of disabilities. Awards are made only to parent organizations as defined by the IDEA. The training and information provided by the centers must meet the training and information needs of parents of children with disabilities living in the areas served by the centers, particularly underserved parents and parents of children who may be inappropriately identified. At least one award for a parent training and information center must be made in each State, subject to the receipt of acceptable applications. Large and heavily populated States have multiple centers.

Community parent resource centers are parent training and information centers, operated by local parent organizations, that help ensure that underserved parents of children with disabilities, including low-income parents, parents of children with limited English proficiency, and parents with disabilities, have the training and information they need to enable them to participate effectively in helping their children. Community parent resource centers are required to establish cooperative partnerships with the other parent training and information centers in their States.

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National activities: Parent information centers

Technical assistance is authorized to assist parent training and information centers, including community centers, in areas such as coordinating parent training efforts, disseminating scientifically based research and information, and promoting the use of technology.

The Individuals with Disabilities Education Improvement Act of 2004 made a significant change in the definition of "parent organization." Prior to this legislation, an entity could be considered a parent organization in two ways. The majority of its board of directors could consist of parents of children with disabilities and include parents and professionals who broadly represent the population being served. Alternatively, the entity could have a membership that represents the interests of individuals with disabilities and establish a special governing committee that includes a majority of parents of children with disabilities and parents and professionals who broadly represent the population served. The new legislation eliminated the alternative method of qualifying as a parent organization.

While parent centers act as direct resources for parents and families, they also serve as referral points to other resources such as those available under the Technical Assistance and Dissemination program and from the Institute of Education Sciences. Technical Assistance and Dissemination activities are coordinated with Parent Information Centers activities to ensure that parents participating in parent training projects as well as other parents have access to validated information that is designed to address their needs.

The budget award periods for all three project types start on October 1 of the fiscal year following the award. Parent training and information centers awards are made typically for a period of 5 years. Awards for community parent resource centers are made typically for a period of 3 years.

Funding levels for the past 5 fiscal years were:

	(\$000s)
2003.....	\$26,328
2004.....	26,173
2005.....	25,964
2006.....	25,704
2007.....	25,704

FY 2008 BUDGET REQUEST

The Administration's request for the Parent Information Centers program is \$25.7 million, the same level as the fiscal year 2007 Continuing Resolution (CR) level. Family involvement in children's learning is critical to achieving high-quality education. Decades of research show that positive school-family partnerships can be built to inform and involve families in their children's learning. Studies show that all families can take concrete steps that significantly help their children succeed in school, regardless of their income, education, or knowledge of the English language.

The training and information provided by the parent centers help ensure that parents have the knowledge and skills to help their children with disabilities succeed. In addition to helping

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National activities: Parent information centers

parents better understand the nature of their children's disabilities and their educational and developmental needs, the centers provide training and information on how parents can work with professionals serving their children. For school-aged children, this includes participating with administrators and teachers in the development of their child's individualized education programs (IEPs). For infants and toddlers receiving early intervention services, it means participating with a multidisciplinary team in the development of individualized family service plans (IFSPs).

NCLB has placed increased emphasis on the role of parents in education through provisions that stress shared accountability between schools and parents for high student achievement, expanded public school choice and supplemental educational services, local development of parental involvement plans, and building parents' capacity for using effective practices to improve their children's academic achievement. (See <http://www.ed.gov/programs/titleiparta/parentinvguid.doc>).

In particular, parents need to be kept abreast of the evolving NCLB requirements for participation of their children in assessments. Under IDEA and NCLB, all children with disabilities are required to be included in assessments. However, regulations published on December 9, 2003 provide that children with the most significant cognitive disabilities can be assessed using alternate assessments based on alternate achievement standards. The regulations also provide that the number of proficient and advanced scores for these children that are counted toward meeting adequate yearly progress is limited to 1 percent of the number of children in the grades assessed. (See <http://www.ed.gov/legislation/FedRegister/finrule/2003-4/120903a.pdf>). On March 29, 2004, the Secretary announced new policies for calculating participation rates for children in assessments that provide for a 3-year averaging of rates to meet the 95 percent participation requirement and allow the exclusion of children with significant medical emergencies in the calculation of these rates. (See <http://www.ed.gov/news/pressreleases/2004/03/03292004.html>). Most recently, on December 15, 2005, proposed regulations were published for public comment in the Federal Register to implement a policy for allowing alternate assessments based on modified achievement standards. This method of assessment can be used for approximately 2 percent of children. (See <http://www.ed.gov/legislation/FedRegister/proprule/2005-4/121505a.html>)

With regard to assessments based on modified achievement standards, the Senate Committee report (S.R. 109-103) accompanying the fiscal year 2006 appropriations bill indicated that, "To help States prepare for future implementation based on the promulgation of final regulations, the Committee strongly urges OSERS to provide support guidance to States, and LEAs, and *parents* that will define how students are identified for this category and ensure that eligible students have every possible opportunity for full and consistent participation in the general education curriculum and be on track to graduate with a regular diploma." [emphasis added]

The Senate report also urged "...OSEP to educate parents of students with learning disabilities with the critical information they need to understand the impact of decisions made by the IEP team regarding assessments required by NCLB, school choice, supplemental education services, and other provisions of NCLB."

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The Senate Committee report (S.R. 109-287) accompanying its fiscal year 2007 appropriations bill indicated that the Committee encourages OSEP to coordinate with the Parent Training and Information Centers and others to disseminate information to parents about accurate identification of children with learning disabilities so that they will have a firm understanding of what the identification process may look like in their school and how to be informed and be active partners in the process.

The report went on to urge OSEP “to improve and increase its activities to educate parents of students with learning disabilities with the critical information they need to understand the impact of the Individualized Education Program Team decisions related to options for statewide assessments required by NCLB and how to improve the academic achievement of students through School Choice, Supplemental Education Services and other provisions of NCLB.”

The Committee also noted that, “parents of students with disabilities need essential information on NCLB to ensure their student has every possible opportunity for full and consistent participation in the general education curriculum and to be on track to graduate with a regular diploma.”

The parent centers also play an important role in dispute resolution by explaining to parents the benefits of alternative methods of dispute resolution, such as mediation, which States are required to make available. These alternative methods of dispute resolution can help avoid costly litigation. As part of that role, parent centers are required, at the option of State educational agencies, to contract with those agencies to provide individuals who will meet with parents to explain to them the IDEA-mandated mediation process.

The 2008 request includes \$20.2 million for continuing parent training and information centers and \$2.9 million for new and continuing community parent resource centers. In addition, \$2.4 million would be used to fund seven new awards to provide technical assistance to centers.

SPECIAL EDUCATION

National activities: Parent information centers

PROGRAM OUTPUT MEASURES (\$000s)

	<u>2006</u>	<u>2007</u>	<u>2008</u>
<u>Program funding:</u>			
Parent training and information centers:			
New	\$5,171	\$8,972	0
Continuations	<u>15,309</u>	<u>11,244</u>	<u>\$20,203</u>
Subtotal	20,480	20,216	20,203
Community parent resource centers:			
New	990	975	990
Continuations	<u>1,879</u>	<u>1,949</u>	<u>1,950</u>
Subtotal	2,869	2,924	2,940
Technical assistance:			
New	0	0	2,376
Continuations	<u>2,170</u>	<u>2,299</u>	<u>0</u>
Subtotal	2,170	2,299	2,376
Other:			
Continuations	135	135	135
Peer review of new award applications	50	130	50
Total:			
New	6,161	9,947	3,366
Continuations	19,493	15,627	22,288
Peer review of new award applications	<u>50</u>	<u>130</u>	<u>50</u>
Total	25,704	25,704	25,704

Number of projects:

Parent training and information centers:			
New	19	28	0
Continuations	<u>51</u>	<u>44</u>	<u>72</u>
Subtotal	70	72	72
Community parent information centers:			
New	10	10	10
Continuations	<u>19</u>	<u>20</u>	<u>20</u>
Subtotal	29	30	30
Technical assistance:			
New	0	0	7
Continuations	<u>6</u>	<u>7</u>	<u>0</u>
Subtotal	6	7	7
Other:			
Continuations	3	3	3
Total:			
New	29	38	17
Continuations	<u>79</u>	<u>74</u>	<u>95</u>
Total	108	112	112

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National activities: Parent information centers

PROGRAM PERFORMANCE INFORMATION

Performance Measures

This section presents selected program performance information, including measures and performance targets and data, and an assessment of the progress made toward achieving program results. Achievement of program results is based on the cumulative effect of the resources provided in previous years and those requested in FY 2008 and future years, and the resources and efforts invested by those served by this program.

Six performance measures have been developed for the Parent Information Centers program. Three of these measures are annual measures, two are long-term, and the last is a measure of efficiency.

The three annual measures deal with the quality, relevance, and usefulness of products and services provided by the programs. These measures were developed as part of a cross-departmental effort to make measures relating to technical assistance and dissemination activities more consistent Departmentwide. However, the measures have been adapted to reflect the unique purposes of the Parent Information Centers program. Baseline data for 2005 for each of these measures became available in November 2006. The measures are:

- The percentage of materials used by Parent Information Centers projects that are deemed to be of high quality. (Baseline 2005, 40 percent. Target 2007, 42 percent. Target 2008, 43 percent.)
- The percentage of Parent Information Centers products and services deemed to be of high relevance to educational and early intervention policy or practice by an independent review panel of qualified members of the Parent Information Centers target audience. (Baseline 2005, 47 percent. Target 2007, 49 percent. Target 2008, 50 percent.)
- The percentage of all Parent Information Centers products and services deemed to be useful by target audiences to improve educational or early intervention policy or practice. (Baseline 2005, 27 percent. Target 2007, 29 percent. Target 2008, 30 percent.)

Two long-term measures have been developed for the program for which data will be collected every 2 years. They are:

- The percentage of parents receiving Parent Information Centers services who promote scientifically- or evidence-based practices for their infants, toddlers, children, and youth. (Baseline data for 2007 available in October 2008.)
- The percentage of parents receiving Parent Information Centers services who report enhanced knowledge of Individuals with Disabilities Education Act rights and responsibilities. (Baseline data for 2006 available in October 2007.)

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National activities: Parent information centers

Efficiency Measures

The Department has developed a common efficiency measure for technical assistance and dissemination programs, including the Parent Information Centers program. As adapted for the Parent Information Centers program, this measure is “the cost per output, by category, weighted by the expert panel quality rating.” The Department is working to determine what units of technical assistance and categories are appropriate for the Parent Information Centers program, and how these factors should be weighted. Baseline data will become available in October 2007.

Follow-up on PART Findings and Recommendations

A PART analysis of the Parent Information Centers program was conducted in 2004. At that time, the program was rated “Results Not Demonstrated.” The assessment found that parent involvement and advocacy are important to the development of children with disabilities. Because IDEA services and procedures are complicated, parents sometimes need specialized help that is not readily available from other sources. However, the analysis also noted that the program lacked meaningful long-term measures or credible external evaluations to demonstrate concrete program outcomes or effectiveness.

The Department has developed annual indicators for this program as part of a Departmentwide effort to develop common measures for technical assistance programs. The Department has also developed meaningful, specific, and ambitious long-term performance goals and indicators for the program. It is now in the process of developing and implementing methodologies for collecting data on these indicators.

With regard to external evaluations of the program, the Office of Special Education Programs, which administers the Parent Information Centers program, is working with the Institute of Education Sciences to develop a plan for evaluating this and other programs under the Individuals with Disabilities Education Act.

SPECIAL EDUCATION

National activities: Technology and media services

(Individuals with Disabilities Education Act, Part D, Subpart 3, Section 674)

FY 2008 Authorization (\$000s): Indefinite

Budget Authority (\$000s):

<u>2007</u>	<u>2008</u>	<u>Change</u>
\$38,428	\$25,063	-\$13,365

PROGRAM DESCRIPTION

The Technology and Media Services program is the primary source of support for technology and media service-related activities under the Individuals with Disabilities Education Act (IDEA).

Technology activities promote the development, demonstration, and use of technology. They include activities such as research on using technology to improve learning and provide access to curricula, and technical assistance and dissemination activities to enhance the use of technology by parents and teachers. Media Services includes closed captioning, video description, recording, and other activities that either improve education through the use of media or improve access to educational media.

Closed captions for deaf and hard-of-hearing individuals are encoded into television transmissions and can be displayed by viewers, at their discretion, with televisions equipped with special decoders. The Television Decoder Circuitry Act of 1990 required that by July 1, 1993 all televisions 13 inches or larger sold in the United States contain circuitry to display these closed captions.

As directed by the Telecommunications Act of 1996, the Federal Communications Commission (FCC) has adopted rules requiring closed captioning of most, though not all, television programming. Under these rules, closed-captioned television programming is required to be increased in stages until January 1, 2010. Examples of exempted programming include programming from providers that have revenues of less than \$3 million per year, programs that are in languages other than English or Spanish, and programs that have mainly non-vocal music, such as symphony performances.

Video description is the audio description of visual images. It provides individuals with visual impairments access to television and other media that includes visual images. Neither Federal law nor regulations require video description for television programming.

The Individuals with Disabilities Education Improvement Act of 2004 made several changes in authorized activities for this program. The IDEA now requires that description and captioning funds be used only for programs that are suitable for use in the classroom setting. These funds may not be used to describe or caption news programs after September 30, 2006 even when they are suitable for use in classrooms. Another change was the elimination of authority to provide cultural experiences for hearing impaired individuals.

SPECIAL EDUCATION

National activities: Technology and Media Service

Awards are made for projects throughout the fiscal year. The initial budget periods of most awards include parts of the fiscal year of the appropriation and the subsequent fiscal year. The duration of awards typically varies from 3 to 5 years.

Funding levels for the past 5 fiscal years were:

	(\$000s)
2003.....	\$37,961
2004.....	39,129
2005.....	38,816
2006.....	38,428
2007.....	38,428

FY 2008 BUDGET REQUEST

The Administration's request for the Technology and Media Services program is \$25.1 million, \$13.4 million less than the fiscal year 2007 Continuing Resolution (CR) level of \$38.4 million.

The request does not include funds for two earmarks totaling \$13.4 million included in the 2006 appropriations act: \$1.5 million for the Greater Washington Educational Television Association (GWETA) and \$11.9 million for Recording for the Blind and Dyslexic, Inc. (RFB&D). The Department does not expect to make noncompetitive awards to these entities under the 2007 CR, and funding previously included for these entities is not needed for 2008.

Technology

Technology activities, which promote the development, demonstration, and use of technology, primarily involve research. Most new and continuation awards will be made under the Steppingstones of Technology Innovation for Students with Disabilities priority. The Department has supported awards for this priority since 1998. Beginning in fiscal year 2005, the Department began to make awards in two phases: development of technology-based interventions and research on effectiveness. Projects focus on curriculum materials and instructional methodologies that use innovative and emerging technology to achieve educational purposes for students with disabilities. Examples of projects supported under this priority include research at George Washington University on using a sensor connected special glove (AccellaGlove) to convert American Sign Language gestures into graphics, video, and sound; and a project at the Rochester Institute of Technology that is using an automatic speech recognition and keyboard-based computerized word abbreviation system (C-Print system) to convert teachers' spoken words into real time transcripts of lectures.

IDEA section 682(d)(1)(B) requires that the Secretary use at least \$4.0 million "to address the postsecondary, vocational, technical, continuing, and adult education needs of individuals with deafness." In prior years, this funding requirement has been met through awards providing technical assistance and disseminating information to postsecondary institutions to help them better serve students with disabilities. Starting in fiscal year 2006, the Department has addressed this requirement through a combination of funding from the Technical Assistance and Dissemination, Personnel Preparation, and Technology and Media Services programs.

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Continuation funding for these awards will be provided in 2008. Funds from the Technology and Media Services program are being used to address the technology needs of postsecondary institutions related to recruiting, enrolling, retaining, and instructing students who are deaf, and addressing the varying communication needs of and methods used by individuals who are deaf, such as oral transliteration services, cued language transliteration services, sign language transliteration and interpreting services, and transcription services.

Several other projects would receive continuation funding under the request. These include a center to support SEAs and LEAs in implementing and evaluating practices that integrate technology into teaching, and a center to support technology innovation for students with disabilities.

Media Services

Media Services includes a variety of activities targeted toward providing educational materials for individuals with disabilities, particularly deaf and hard-of-hearing individuals and blind and other visually impaired individuals. Approximately \$3.0 million would be available for new awards and \$5.3 million for continuation awards in FY 2008.

Continuation funding would be provided for projects that provide support for video description and closed-captioning of educational television programming that would otherwise not be required to be described or captioned. The support for video description of educational programming is particularly important for individuals with visual impairments since, unlike closed captioning, there are no Federal requirements for providing video descriptions. Continuation funding would also be provided to projects newly funded in 2006 that are developing and demonstrating how new and emerging technology can be used to promote accessibility to educational materials. While the new and emerging technology does not necessarily have to relate to video description or captioning, all programming or materials under these awards must be described and captioned.

Continuation support would also be provided for a 2006 award to support captioning, description, and distributing of educational videos used in classroom settings. The distribution system for these videos currently includes local and regional depositories. These local and regional depositories are in the process of being phased out in favor of more efficient distribution methods that use new and emerging technologies. The awardee is the National Association of the Deaf. (<http://www.dcmp.org/>)

The Individuals with Disabilities Education Improvement Act amended IDEA to require all States to adopt the National Instructional Media Accessibility Standard (NIMAS). The NIMAS is a common standard for digital files that can be used to produce accurate and reliable alternate formats for educational materials from the same source file. Requiring use of a common standard was intended to facilitate the production and distribution of educational materials for individuals with visual and print related disabilities. In addition, the Department is now required to support a National Instructional Materials Access Center, which is housed in the American Printing House for the Blind. (<http://www.nimac.us/>) Among the responsibilities of the Center are the maintenance of a catalogue of materials prepared in the National Instructional Access

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Standard and available to the Center, providing print instructional materials in accessible media, and developing, adopting and publishing procedures to protect against copyright infringement.

Continuation awards would also support two NIMAS-related centers. One is providing national leadership in furthering the development and maintenance of the NIMAS. The other is providing assistance to States on NIMAS, including providing information on how NIMAS can be used to improve their capacity to provide accessible instructional materials to students with disabilities in a more efficient and cost effective manner. The awardee for both of these centers is the Center for Applied Special Technology (CAST). (<http://nimas.cast.org/center/index.html>)

PROGRAM OUTPUT MEASURES (\$000s)

	<u>2006</u>	<u>2007</u>	<u>2008</u>
<u>Program funding:</u>			
Technology:			
Research:			
New	\$3,911	\$4,515	\$7,144
Continuations	<u>4,260</u>	<u>3,866</u>	<u>3,838</u>
Subtotal	8,171	8,381	10,982
Technical assistance and dissemination:			
New	800	435	600
Continuations	<u>1,600</u>	<u>2,400</u>	<u>2,235</u>
Subtotal	2,400	2,835	2,835
Projects to address the postsecondary, vocational, technical, continuing, and adult education needs of individuals with deafness:			
New	1,000	0	0
Continuations	<u>0</u>	<u>1,000</u>	<u>1,000</u>
Subtotal	1,000	1,000	1,000
Earmark for reading information (GWETA):	1,485	0	0
Subtotal, Technology:			
New	5,711	4,950	7,744
Continuations	5,860	7,266	7,073
Earmarks	<u>1,485</u>	<u>0</u>	<u>0</u>
Subtotal	13,056	12,216	14,817

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PROGRAM OUTPUT MEASURES (\$000s) (continued)

	<u>2006</u>	<u>2007</u>	<u>2008</u>
Media services:			
Accessible educational media/materials and technology media demonstrations:			
New	\$1,130	\$14,300	\$3,000
Continuations	<u>8,119</u>	<u>8,078</u>	<u>3,630</u>
Subtotal	9,249	22,378	6,630
Educational video captioning and distribution:			
New	1,500	0	0
Continuations	<u>0</u>	<u>1,500</u>	<u>1,500</u>
Subtotal	1,500	1,500	1,500
National Instructional Media Accessibility Standard (NIMAS) support			
New	920	0	0
Continuations	<u>650</u>	<u>1,389</u>	<u>1,196</u>
Subtotal	1,570	1,389	1,196
Cultural experiences related to deafness:			
Continuations	440	0	0
Earmark for Recording for the Blind & Dyslexic	11,880	0	0
Subtotal, Media services:			
New	3,550	14,380	3,000
Continuations	9,209	10,967	6,326
Earmarks	<u>11,880</u>	<u>0</u>	<u>0</u>
Subtotal	24,639	25,347	9,326
Other:			
Continuations	583	615	615
Peer review of new award applications	150	250	305
Total:			
New	9,261	19,330	10,744
Continuations	15,652	18,848	14,014
Earmarks	13,365	0	0
Peer review of new award applications	<u>150</u>	<u>250</u>	<u>305</u>
Total	38,428	38,428	25,063

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PROGRAM PERFORMANCE INFORMATION

Performance Measures

This section presents selected program performance information, including measures and performance targets and data, and an assessment of the progress made toward achieving program results. Achievement of program results is based on the cumulative effect of the resources provided in previous years and those requested in FY 2008 and future years, and the resources and efforts invested by those served by this program.

Six performance measures have been developed for the Technology and Media Services program. Three of these measures are annual measures, two are long-term, and the last is a measure of efficiency.

The three annual measures deal with the quality, relevance, and usefulness of products and services provided by the programs. The measures are:

- The percentage of Technology and Media Services projects judged to be of high quality. (Baseline data for 2006 available in October 2007.)
- The percentage of Technology and Media Services projects judged to be of high relevance to improving outcomes of infants, toddlers, children, and youth with disabilities. (Baseline 2005, 43 percent. Target 2007, 45 percent. Target 2008, 46 percent.)
- The percentage of Technology and Media Services projects that produce findings, products, and/or services that contribute to improving results for infants, toddlers, children, and youth with disabilities. (Baseline data for 2007 available in October 2008.)

Two long-term measures have been developed for the program for which data will be collected every 2 years. They are:

- The percentage of Technology and Media Services projects that develop and validate technologies that incorporate evidence-based materials and services. This measure will focus on six target areas: assessment, literacy, behavior, instructional strategies, early intervention, and inclusive practices. (Baseline data for 2007 available in October 2008.)
- The percentage of Technology and Media Services projects that make technologies that incorporate evidence-based practices available for widespread use. (Baseline data for 2006 available in October 2007.)

Efficiency Measures

The Department has developed an efficiency measure for the Technology and Media Services program. This measure is “the federal cost per unit of technology and media services, by category, weighted by the expert panel quality rating.” The Department is working to determine what units of technical assistance and categories are appropriate for the Technology and Media

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Services program, and how these factors should be weighted. Baseline data for 2007 will become available in October 2008.

Follow-up on PART Findings and Recommendations

A PART analysis of the Technology and Media Services program was conducted in 2006. The program was rated "Results Not Demonstrated." The PART findings focus on the lack of data on the program's annual, long-term, and efficiency measures, and the lack of credible external evaluations to demonstrate concrete program outcomes or effectiveness. The Department has collected data and established targets for one annual measure dealing with the relevance of Technology and Media Services projects with regard to improving outcomes for infants, toddlers, children, and youth with disabilities. Data on two remaining annual measures, two long-term measures, and one efficiency measure will become available in 2007 and 2008.

With regard to external evaluations of the program, the Office of Special Education Programs, which administers the Technology and Media Services program, is working with the Institute of Education Sciences to develop a plan for evaluating this and other programs under the Individuals with Disabilities Education Act.

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Grants to States

State or Other Area	2006 Actual	2007 Estimate	2008 Estimate	Change from 2007 Estimate
Alabama	167,634,539	166,194,874	166,194,872	(2)
Alaska	32,451,580	32,156,627	32,156,627	0
Arizona	162,327,526	160,852,126	160,852,124	(2)
Arkansas	103,400,423	102,487,609	102,487,608	(1)
California	1,130,940,237	1,120,725,553	1,120,725,536	(17)
Colorado	137,481,329	136,231,757	136,231,755	(2)
Connecticut	122,566,945	121,552,243	121,552,241	(2)
Delaware	29,741,783	29,471,459	29,471,459	0
District of Columbia	14,954,256	14,818,336	14,818,336	0
Florida	580,456,790	575,467,271	575,467,263	(8)
Georgia	285,369,440	282,775,708	282,775,704	(4)
Hawaii	36,801,265	36,470,683	36,470,682	(1)
Idaho	50,036,448	49,584,120	49,584,119	(1)
Illinois	466,849,594	462,872,188	462,872,182	(6)
Indiana	235,740,001	233,777,971	233,777,968	(3)
Iowa	112,541,643	111,614,980	111,614,978	(2)
Kansas	98,509,450	97,661,123	97,661,122	(1)
Kentucky	145,505,322	144,269,194	144,269,192	(2)
Louisiana	174,506,030	172,919,939	172,919,936	(3)
Maine	50,442,155	50,026,816	50,026,815	(1)
Maryland	184,573,624	183,006,545	183,006,542	(3)
Massachusetts	261,680,975	259,526,305	259,526,302	(3)
Michigan	369,261,760	365,971,766	365,971,761	(5)
Minnesota	174,985,014	173,502,153	173,502,151	(2)
Mississippi	109,702,542	108,724,062	108,724,060	(2)
Missouri	209,399,652	207,670,796	207,670,793	(3)
Montana	33,879,040	33,574,200	33,574,200	0
Nebraska	68,833,781	68,267,007	68,267,006	(1)
Nevada	61,046,424	60,491,571	60,491,570	(1)
New Hampshire	43,747,597	43,386,563	43,386,562	(1)
New Jersey	333,206,250	330,462,644	330,462,640	(4)
New Mexico	84,015,541	83,315,088	83,315,087	(1)
New York	699,789,265	693,935,358	693,935,348	(10)
North Carolina	288,431,050	285,889,157	285,889,153	(4)
North Dakota	24,149,971	23,930,471	23,930,471	0
Ohio	403,484,832	399,917,824	399,917,818	(6)
Oklahoma	136,350,331	135,170,286	135,170,284	(2)
Oregon	118,887,274	117,857,142	117,857,140	(2)
Pennsylvania	393,753,113	390,290,047	390,290,041	(6)
Rhode Island	40,312,171	39,980,242	39,980,241	(1)
South Carolina	161,464,733	160,107,265	160,107,263	(2)
South Dakota	28,768,898	28,507,417	28,507,417	0
Tennessee	214,982,394	213,138,807	213,138,804	(3)
Texas	888,269,029	880,214,924	880,214,911	(13)
Utah	98,326,665	97,443,697	97,443,696	(1)
Vermont	23,285,183	23,073,543	23,073,543	0
Virginia	259,641,368	257,402,658	257,402,654	(4)
Washington	204,037,061	202,210,635	202,210,632	(3)
West Virginia	70,009,031	69,432,580	69,432,579	(1)
Wisconsin	191,909,223	190,281,439	190,281,436	(3)
Wyoming	24,428,464	24,206,433	24,206,433	0
American Samoa	6,122,495	6,109,926	6,109,926	0
Guam	13,575,347	13,547,477	13,547,477	0
Northern Mariana Islands	4,652,485	4,642,933	4,642,933	0
Puerto Rico	99,227,228	98,325,349	98,325,348	(1)
Virgin Islands	8,628,258	8,579,306	8,579,306	0
Freely Associated States	6,579,306	8,610,544	8,610,544	0
Indian set-aside (BIA)	86,306,409	86,306,409	86,306,409	0
Other (non-State allocations)	15,000,000	15,000,000	15,000,000	0
Total	10,582,960,540	10,491,941,146	10,491,941,000	(146)

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Preschool Grants

State or Other Area	2006 Actual	2007 Estimate	2008 Estimate	Change from 2007 Estimate
Alabama	5,599,787	5,599,787	5,599,786	(1)
Alaska	1,263,865	1,263,865	1,263,865	0
Arizona	5,378,592	5,378,592	5,378,592	0
Arkansas	5,362,909	5,362,909	5,362,909	0
California	38,677,085	38,677,085	38,677,082	(3)
Colorado	4,955,794	4,955,794	4,955,794	0
Connecticut	4,903,638	4,903,638	4,903,638	0
Delaware	1,257,388	1,257,388	1,257,388	0
District of Columbia	247,636	247,636	247,636	0
Florida	18,482,473	18,482,473	18,482,472	(1)
Georgia	9,821,015	9,821,015	9,821,014	(1)
Hawaii	1,002,741	1,002,741	1,002,741	0
Idaho	2,186,122	2,186,122	2,186,122	0
Illinois	17,650,453	17,650,453	17,650,452	(1)
Indiana	8,896,223	8,896,223	8,896,223	0
Iowa	3,990,543	3,990,543	3,990,542	(1)
Kansas	4,332,784	4,332,784	4,332,784	0
Kentucky	10,210,755	10,210,755	10,210,755	0
Louisiana	6,479,600	6,479,600	6,479,599	(1)
Maine	2,512,715	2,512,715	2,512,715	0
Maryland	6,673,967	6,673,967	6,673,966	(1)
Massachusetts	9,889,606	9,889,606	9,889,605	(1)
Michigan	12,563,792	12,563,792	12,563,791	(1)
Minnesota	7,426,561	7,426,561	7,426,561	0
Mississippi	4,227,760	4,227,760	4,227,759	(1)
Missouri	6,013,302	6,013,302	6,013,301	(1)
Montana	1,184,868	1,184,868	1,184,868	0
Nebraska	2,256,430	2,256,430	2,256,430	0
Nevada	2,249,894	2,249,894	2,249,894	0
New Hampshire	1,557,434	1,557,434	1,557,434	0
New Jersey	11,374,919	11,374,919	11,374,918	(1)
New Mexico	3,186,991	3,186,991	3,186,991	0
New York	33,742,308	33,742,308	33,742,306	(2)
North Carolina	11,309,601	11,309,601	11,309,600	(1)
North Dakota	816,499	816,499	816,499	0
Ohio	12,552,373	12,552,373	12,552,372	(1)
Oklahoma	3,655,257	3,655,257	3,655,256	(1)
Oregon	3,863,597	3,863,597	3,863,596	(1)
Pennsylvania	13,977,054	13,977,054	13,977,053	(1)
Rhode Island	1,671,061	1,671,061	1,671,061	0
South Carolina	7,138,751	7,138,751	7,138,751	0
South Dakota	1,464,899	1,464,899	1,464,899	0
Tennessee	6,889,673	6,889,673	6,889,672	(1)
Texas	22,953,699	22,953,699	22,953,696	(3)
Utah	3,564,265	3,564,265	3,564,264	(1)
Vermont	866,996	866,996	866,996	0
Virginia	9,125,517	9,125,517	9,125,516	(1)
Washington	8,166,835	8,166,835	8,166,835	0
West Virginia	3,482,965	3,482,965	3,482,965	0
Wisconsin	9,469,801	9,469,801	9,469,800	(1)
Wyoming	1,059,920	1,059,920	1,059,920	0
American Samoa	0	0	0	0
Guam	0	0	0	0
Northern Mariana Islands	0	0	0	0
Puerto Rico	3,162,317	3,162,317	3,162,316	(1)
Virgin Islands	0	0	0	0
Freely Associated States	0	0	0	0
Indian set-aside (BIA)	0	0	0	0
Other (non-State allocations)	0	0	0	0
Total	380,751,030	380,751,030	380,751,000	(30)

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Grants for Infants and Families

State or Other Area	2006 Actual	2007 Estimate	2008 Estimate	Change from 2007 Estimate
Alabama	5,975,115	5,796,714	5,796,715	1
Alaska	2,138,714	2,073,371	2,073,372	1
Arizona	9,215,123	9,005,034	9,005,035	1
Arkansas	3,774,372	3,685,075	3,685,076	1
California	54,072,123	52,590,449	52,590,456	7
Colorado	6,906,967	6,582,360	6,582,361	1
Connecticut	4,307,723	4,088,297	4,088,297	0
Delaware	2,138,714	2,073,371	2,073,372	1
District of Columbia	2,138,714	2,073,371	2,073,372	1
Florida	22,138,291	21,788,825	21,788,828	3
Georgia	13,888,437	13,560,306	13,560,307	1
Hawaii	2,138,714	2,073,371	2,073,372	1
Idaho	2,138,714	2,108,227	2,108,227	0
Illinois	18,086,752	17,546,180	17,546,183	3
Indiana	8,641,192	8,380,365	8,380,366	1
Iowa	3,709,329	3,581,159	3,581,159	0
Kansas	3,867,324	3,701,193	3,701,193	0
Kentucky	5,398,887	5,310,015	5,310,016	1
Louisiana	6,643,788	6,360,197	6,360,198	1
Maine	2,138,714	2,073,371	2,073,372	1
Maryland	7,632,067	7,457,983	7,457,984	1
Massachusetts	8,086,420	7,719,529	7,719,530	1
Michigan	13,048,084	12,607,867	12,607,868	1
Minnesota	6,827,631	6,664,278	6,664,279	1
Mississippi	4,247,850	4,197,997	4,197,998	1
Missouri	7,613,348	7,430,623	7,430,624	1
Montana	2,138,714	2,073,371	2,073,372	1
Nebraska	2,536,938	2,455,785	2,455,786	1
Nevada	3,404,659	3,374,950	3,374,951	1
New Hampshire	2,138,714	2,073,371	2,073,372	1
New Jersey	11,904,582	11,331,070	11,331,072	2
New Mexico	2,727,201	2,642,562	2,642,563	1
New York	25,550,992	24,440,421	24,440,424	3
North Carolina	12,081,093	11,736,826	11,736,827	1
North Dakota	2,138,714	2,073,371	2,073,372	1
Ohio	14,720,511	14,303,709	14,303,711	2
Oklahoma	4,992,412	4,828,191	4,828,191	0
Oregon	4,548,634	4,380,030	4,380,031	1
Pennsylvania	14,607,252	14,233,684	14,233,686	2
Rhode Island	2,138,714	2,073,371	2,073,372	1
South Carolina	5,668,046	5,467,353	5,467,353	0
South Dakota	2,138,714	2,073,371	2,073,372	1
Tennessee	7,849,124	7,620,487	7,620,488	1
Texas	37,890,634	36,701,151	36,701,156	5
Utah	4,794,783	4,657,596	4,657,596	0
Vermont	2,138,714	2,073,371	2,073,372	1
Virginia	10,127,614	10,085,598	10,085,599	1
Washington	7,774,992	7,728,238	7,728,239	1
West Virginia	2,138,714	2,073,371	2,073,372	1
Wisconsin	6,879,936	6,665,156	6,665,157	1
Wyoming	2,138,714	2,073,371	2,073,372	1
American Samoa	592,467	574,366	574,366	0
Guam	1,449,722	1,405,430	1,405,430	0
Northern Mariana Islands	454,521	440,634	440,634	0
Puerto Rico	5,660,545	4,904,975	4,904,975	0
Virgin Islands	772,790	749,179	749,180	1
Freely Associated States	0	0	0	0
Indian set-aside (BIA)	5,387,653	5,223,049	5,223,049	0
Other (non-State allocations)	0	0	0	0
Total	436,399,920	423,066,936	423,067,000	64